Department of Education

INSTITUTE OF EDUCATION SCIENCES

Fiscal Year 2012 Budget Request

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For carrying out activities authorized by the Education Sciences Reform Act of 2002, the National Assessment of Educational Progress Authorization Act, section 208 of the Educational Technical Assistance Act of 2002, and section 664 of the Individuals with Disabilities Education Act, \$760,473,000, to remain available through September 30, 2013¹: *Provided*, That funds available to carry out section 208 of the Educational Technical Assistance Act may be used for Statewide data systems that include postsecondary and workforce information and information on children of all ages: ² *Provided further*, That up to \$15,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private agencies or organizations to support activities to improve data coordination, quality, and use at the local, State, and national levels. ³

NOTES

A regular 2011 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 111-322, Dec. 22, 2010; 124 Stat 3518) that provides funding through March 4, 2011. The amounts included for fiscal year 2011 in this budget reflect the annualized levels provided by the continuing resolution.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

Analysis of Language Provisions and Changes

Language Provision	Explanation
1\$760,473,000, to remain available through September 30, 2013:	This proposed language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.
² <u>Provided</u> , That funds available to carry out section 208 of the Educational Technical Assistance Act may be used for Statewide data systems that include postsecondary and workforce information and information on children of all ages	This proposed language provides authority to use funds to expand State data systems to include postsecondary and workforce information and information on early childhood.
³ Provided further, That up to \$15,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for awards to public or private agencies or organizations to support activities to improve data coordination, quality, and use at the local, State, and national levels.	This proposed language provides authority to make awards to agencies and organizations in addition to State educational agencies in order to further the purposes of the program.

NOTE

A regular 2011 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 111-322, Dec. 22, 2010; 124 Stat 3518) that provides funding through March 4, 2011. The amounts included for fiscal year 2011 in this budget reflect the annualized levels provided by the continuing resolution.

Amounts Available for Obligation (\$000s)

	2010	2011 CR	2012
Discretionary appropriation: Annual appropriation Annualized CR (P.L. 111-322)	\$659,006 0 659,006	0 <u>\$659,006</u> 659,006	\$760,473 0 760,473
Unobligated balance, start of yearUnobligated balance, start of year, Recovery Act	9,440 250,000	22,840 0	6,631
Recovery of prior-year obligations	17,230	0	0
Unobligated balance expiring	-479	0	0
Unobligated balance, end of yearUnobligated balance, end of year, Recovery	-22,840 0	-6,631 0	0 0
Subtotal, direct obligations,Subtotal, Recovery Act direct obligations	662,357 250,000	675,215 <u>0</u>	767,104 0
Total, direct obligations	912,357	675,215	767,104

Obligations by Object Classification (\$000s)

	2010	2011 CR	2012
Personnel compensation and benefits:			
Personnel compensation:			
Full-time permanent	\$787	\$782	\$781
Other than full-time permanent	914	1,183	1,182
Awards	48	25	25
Civilian personnel benefits	424	502	504
Subtotal	2,173	2,492	2,492
Travel	184	271	300
Transportation of things	6	0	0
Rent	154	143	231
Communications, utilities, and misc	34	38	38
Printing and reproduction	450	483	473
Other contractual services:			
Advisory and assistance services	26,709	24,070	25,850
Peer review	2,225	6,200	6,100
Other services	222,903	254,147	247,106
Training	3	24	26
Purchases of goods and services from			
Government accounts	171	145	246
Research and development contracts	121,863	123,531	129,976
Operation/maintenance of facilities	0	140	0
Operation/maintenance of equipment	43	70	130
Information technology services/contracts	432	411	406
Subtotal	374,349	408,738	409,840
Supplies and materials	17	37	35
Equipment	187	177	176
Interest and dividends	22	0	0
Grants, subsidies, and contributions	284,781	262,836	353,519
Grants, subsidies, and contributions,			
Recovery Act	<u>250,000</u>	0	0
Total, obligations	912,357	675,215	767,104

Summary of Changes (\$000s)

	\$659,0	06
2012		
Net change	+101,467	
	2011 CR base	Change from base
Increases:		
Program:		
Increase for Research, Development, and Dissemination to conduct additional research, development, dissemination, and evaluation activities.	\$200,196	+\$60,217
Increase for Statistics to undertake a study on sub- baccalaureate education and training for adults and to make other strategic program improvements.	108,521	+8,500
Increase for Assessment for costs of scheduled assessments, a special study on the meaning of score gains, and remaining costs of the NAEP-TIMSS equating study.	130,121	+5,000
Increase for Statewide Data Systems to provide funding for new grant awards and national activities.	58,250	+41,750
Subtotal, increases		+115,467

Summary of Changes (\$000s)

	2011 CR base	Change from base
Decreases:		
Program:		
Reduction for the Regional Educational Laboratories because funds no longer are needed for the evaluation of the program	\$70,650	-\$1,000
Decrease for Research in Special Education due to carry-over of funds in previous years	71,085	<u>-13,000</u>
Subtotal, decreases		-14,000
Net change		+101,467

Authorizing Legislation

(\$000s)

Activity	2011 Authorized	2011 CR Estimate	2012 Authorized	2012 Request
Research and Statistics				
Research, development, and dissemination	a 12	0000 100	02	#
(ESRA, parts A, B, and D, except section 174)	$0^{1,2}$ (1,2)	\$200,196	0^{2}	\$260,413
Statistics (ESRA, part C)	(1,2)	108,521	0^2	117,021
Regional educational laboratories (ESRA, section 174)	0^2	70,650	0^2	69,650
Assessment				
National Assessment of Educational Progress				
(NAEPAA, section 303)	0^2	130,121	0^2	135,121
National Assessment Governing Board (NAEPAA, section 302)	0^2	8,723	0^2	8,723
Research in special education (ESRA, part E)	Indefinite ³	71,085	0^3	58,085
Statewide data systems (ETAA, section 208)	02	58,250	0^{2}	100,000
Special education studies and evaluations (IDEA, section 664)	Indefinite ³	11,460	0^{3}	11,460
opeoidi education stadies and evaluations (IDEA, section 004)	macmine	<u> 11,400</u>	O	11,400
Total appropriation (request not authorized)		659,006		760,473

¹ Section 194(a) of the Education Sciences Reform Act provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Act (except the Regional Educational Laboratories) or \$1,000 thousand shall be made available for the National Board of Education Sciences and that the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

The GEPA extension expired September 30, 2009. The program is proposed for authorization in FY 2012 under appropriations language.

The GEPA extension expires September 30, 2011. The program is proposed for authorization in FY 2012 under appropriations language.

Appropriations History

(\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2003	\$432,923	\$397,887	\$397,387	\$447,956
2004	375,915	500,599	532,956	475,893
2005	449,621	526,804	536,804	523,233
2006	479,064	522,696	529,695	517,468
2007	554,468	N/A ¹	N/A ¹	517,485
2008	594,262	535,103	589,826	546,105
2009	658,247	615,747 ²	642,442 ²	617,175
Recovery Act Supplemental (PL 111-5)	0	250,000	0	250,000
2010	689,256	664,256	679,256 ³	659,006
2011	738,756	659,006 ⁴	722,756 ⁵	659,006 ⁶
2012	760,473			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

² The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill,

which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

³ The level for the Senate allowance reflects Committee action only.

⁴ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁵ The level for the Senate allowance reflects Committee action only.
⁶ The level for appropriation reflects the continuing resolution (P.L. 111-322) passed December 22, 2010.

Significant Items in FY 2010 and 2011 Appropriations Reports

National Study on Minority Male Achievement

House: Report 111-220. The Committee includes up to \$2,000,000 for IES to conduct a

national study on minority male achievement as described in section 1109 of the

Higher Education Act.

Conference: Report 111-366. Within the amount provided for IES Research, Development,

and Dissemination, the conference agreement includes \$1,000,000 for a national study on minority male achievement as described in section 1109 of the Higher Education Act. The House proposed \$2,000,000 for this activity, while the

Senate did not propose a similar provision.

Response: In accordance with section 1109 of the Higher Education Opportunity Act, the

National Center for Education Statistics (NCES) convened an expert panel to identify indicators of high school completion and preparation for college, success on the SAT and ACT, and access to college, including the financing of college, and college persistence and graduation for underrepresented minority males (particularly African American, Hispanic American, Native American, Native Hawaiian, and Alaska Native males). Based on the recommendations of this expert panel, NCES is currently analyzing data on these indicators. A report

based on these analyses should be complete by early 2012.

Center for Adult Learning and Literacy

House: Report 111-220. In addition, the Committee includes \$2,000,000 for a new

research and development center for adult learning and literacy within the Institute of Education Sciences, which shall be awarded on a competitive basis and structured similar to other IES centers with a five-year grant period. This new research center will address the unique challenges of adult learning and literacy, and identify and support the best practices in this field of research. The center will establish a broad-based national level research agenda, conduct research,

and translate and disseminate its research findings to practitioners and

policymakers.

Conference: Report 111-366. Within the amount provided for IES Research, Development,

and Dissemination, the conference agreement includes \$2,000,000 for a new research and development center for adult learning and literacy, as outlined in

House Report 111-220. The Senate did not propose a similar provision.

Response: In February 2010, IES invited applications for a five-year competitive grant for a

research and development center for adult learning and literacy as requested by the conferees. IES is currently reviewing the applications, which were due

September 16, 2010.

Significant Items in FY 2010 and 2011 Appropriations Reports (Continued)

National Research Council Report on Teacher Preparation

Senate:

Report 111-243. The Committee notes that the National Research Council report *Preparing Teachers: Building Evidence for Sound Policy* released earlier this year found there was much we still don't know about teacher preparation and its effectiveness. The report noted that improved understanding of the relationships between characteristics of teacher preparation and student learning, and the development of a comprehensive, coherent system for collecting data about teacher preparation are two overarching needs. The Committee believes IES should utilize available resources to help address the knowledge that the report identified. The Committee requests a letter report, not later than 30 days after enactment of this act, which describes the funding opportunities IES is proposing, planning and taking to address relevant conclusions and recommendations from the NRC report.

Response:

On May 25, 2010, in response to a request from the Senate Appropriations Committee, the Department provided the requested report on actions IES has taken or plans to take in response to the conclusions and recommendations in the NRC report.

General Accountability Office Report on the What Works Clearinghouse

Senate:

Report 111-243. The Committee believes additional steps need to be taken to promote information dissemination and provide assistance for States, districts and schools to use in applying evidence for what works in education. The What Works Clearinghouse (WWC) was designed to be such a source. However, the Committee has noted concerns previously about the extent to which it was achieving this mission. Most recently, in a report requested by the Committee, the Government Accountability Office (GAO) noted that only 34 percent of school districts have accessed the WWC Web site and only 11 percent of school districts visited the Web site at least seven times per year. The GAO report included recommendations related to improving the timeliness of WWC reports and gauging product usefulness and relevance for WWC target audiences. The Committee looks forward to IES implementing the recommended changes and requests an update on planned and implemented actions.

Response:

The requested information on actions IES has taken or plans to take in response to the recommendations in the GAO report is provided in the request for the Research, Development, and Dissemination program, which is the primary source of funding for the WWC.

Significant Items in FY 2010 and 2011 Appropriations Reports (Continued)

Technical Assistance and Dissemination of Research Findings

Senate:

Report 111-243. In addition to the WWC, the Department and IES support other technical assistance and research-related resources to assist States, districts, and schools. These include the regional educational laboratories discussed later in the IES account as well as the Doing What Works resource administered by the Office of Planning, Evaluation and Policy Development. The Committee believes the Department and IES should expand their efforts to provide the support that States and school districts need to use funding in ways that are supported by scientifically based research. The Committee requests that the Department describe in its fiscal year 2012 budget justification the specific actions that it has taken or will take to address this issue.

Response:

The request for the Regional Educational Laboratories program describes IES' plans to address the Committee's concerns and strengthen the Department's technical assistance efforts through the upcoming competition for new 5-year contracts for the laboratories.

DEPARTMENT OF EDUCATION FISCAL YEAR 2012 PRESIDENT'S BUDGET

(in thousands of dollars)	Category	2010	2011 CR	2012 President's	2012 Presider Compared to	
Account, Program and Activity	Code	Appropriation	Annualized	Budget	Amount	Percent
Institute of Education Sciences						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	200,196	200,196	260,413	60,217	30.1%
(b) Statistics (ESRA I-C)	D	108,521	108,521	117,021	8,500	7.8%
2. Regional educational laboratories (ESRA section 174)	D	70,650	70,650	69,650	(1,000)	-1.4%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	130,121	130,121	135,121	5,000	3.8%
(b) National Assessment Governing Board (section 302)	D .	8,723	8,723	8,723	0	0.0%
Subtotal		138,844	138,844	143,844	5,000	3.6%
4. Research in special education (ESRA I-E)	D	71,085	71,085	58,085	(13,000)	-18.3%
5. Statewide data systems (ETAA section 208)	D	58,250	58,250	100,000	41,750	71.7%
6. Special education studies and evaluations (IDEA, section 664)	D.	11,460	11,460	11,460	0	0.0%
Total	D	659,006	659,006	760,473	101,467	15.4%

NOTES: -Category Codes are as follows: D = discretionary program; M = mandatory program.
-The FY 2011 level for appropriated funds is an annualized amount provided under the fourth Continuing Resolution (P.L. 111-322).

Summary of Request

The Institute of Education Sciences (IES) supports research, data collection and analysis activities, and the assessment of student progress. The Administration requests \$760.5 million for this account for fiscal year 2012, an increase of \$101.5 million over the annualized 2011 CR level.

The Administration requests \$260.4 million for research, development, and dissemination, an increase of \$60.2 million over the 2011 CR level. The requested increase would support critical investments in education research, development, dissemination, and evaluation that provide parents, teachers, and schools with evidence-based information on effective educational practice. The request would enable IES to invest in new grants under existing programs of research and development in areas where our knowledge of learning and instruction is inadequate. As part of the Administration's initiative to strengthen program evaluation across the Federal government, the request would also support new evaluations of the Promise Neighborhoods program and efforts to expand college access and completion. The request for 2012 would also support ongoing dissemination activities including the What Works Clearinghouse, the Education Resources Information Center, and the National Library of Education.

An increase of \$8.5 million over the 2011 CR level, to \$117.0 million, is requested for the Statistics program, which collects, analyzes, and reports data related to education at all levels. The request would allow the National Center for Education Statistics (NCES) to make strategic improvements to the statistics program, including collecting information on sub-baccalaureate education and training for adults, providing fall testing for the Early Childhood Longitudinal Study to study summer learning loss, and developing enhanced reporting and data tools that will improve access to and usability of NCES data.

The Administration requests \$69.1 million for the Regional Educational Laboratories (REL) program. The requested funds would be used to award new 5-year REL contracts. The new contracts would continue the important work of the RELs in providing a bridge between education research and practice, with an emphasis on providing technical assistance on performing data analysis functions, evaluating programs, and using data from State longitudinal data systems for research and evaluation that addresses important issues of policy and practice. The request is a decrease of \$1 million from the 2011 CR level, which reflects the completion of funding for the REL program evaluation.

The Administration requests \$143.8 million for Assessment in 2012, an increase of \$5 million over the 2011 CR level. Of this amount, \$135.1 million would provide support for the National Assessment of Educational Progress (NAEP) and \$8.7 million would support the National Assessment Governing Board (NAGB). Funding would allow the Department to conduct a 2012 grade 12 economics assessment and a long-term trend assessment that follows the progress of reading and mathematics achievement for the Nation's 9-, 12-, and 17-year-old students. The request also would fund preparations for future assessments and for continued analysis and reporting of assessments conducted prior to 2012, a special study on the meaning of NAEP score gains, and any remaining costs of an equating study between the 2011 NAEP and the International Mathematics and Science Study (TIMSS).

Summary of Request, continued

The Administration requests \$58.1 million for Research in Special Education, a decrease of \$13.0 million from the 2011 CR level. The requested funds would support continuation and new awards under ongoing programs of research, including research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children with disabilities; to improve educational outcomes in core subject areas for children with disabilities; and to improve social and behavioral outcomes.

The Administration requests \$100.0 million for the Statewide Data Systems program, an increase of \$41.8 million. The request would support awards to States to allow them to improve their data systems, including ensuring that information is available at the pre-school, postsecondary, and workforce levels in addition to kindergarten through grade 12. Pre-school data will allow researchers and educators to determine what practices are effective in helping children to be ready to learn; postsecondary and workforce data will provide information on whether students leave high school prepared for further education and work. Up to \$15 million would be used for awards to public and private agencies and organizations to improve data coordination, quality, and use at the national, State, and local levels.

The request includes level funding of \$11.5 million for Special Education Studies and Evaluations to support ongoing studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA).

Research, development, and dissemination

(Education Sciences Reform Act, Parts A, B, and D)

FY 2012 Authorization (\$000s): 0 1,2,3

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$200,196 ⁴	\$260,413	+\$60,217

¹ The GEPA extension expired September 30, 2009. The program is proposed for authorization in FY 2012 under appropriations language.

PROGRAM DESCRIPTION

Authorized by the Education Sciences Reform Act (ESRA), the Institute of Education Sciences (IES) promotes excellence and equity in education by providing information needed to ensure that all students meet or exceed challenging academic standards and master skills they will need throughout their lives. IES includes four national centers: the National Center for Education Research (NCER), the National Center for Education Statistics (NCES), the National Center for Education Evaluation and Regional Assistance (NCEE), and the National Center for Special Education Research (NCSER). The request for research, development, and dissemination includes activities in NCER and NCEE. The Director of IES is responsible for coordinating the activities of centers, establishing and maintaining peer review standards, and ensuring that all publications are based on sound research. The National Board for Education Sciences (NBES), which is funded from this appropriation, is composed of leaders in business and public affairs as well as researchers and educators, approves priorities and peer review procedures, and provides guidance to IES.

NCER conducts sustained programs of scientifically rigorous research that will produce the knowledge on which more effective education practice can be based. Activities within NCER are organized around focal research topics such as reading and writing, school readiness, mathematics and science education, teacher professional development, school reform, and education systems and policies. The research portfolio includes research centers, field-initiated research projects, and collaborative and directed research projects.

² The authorizing law provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Education Sciences Reform Act (except the Regional Educational Laboratories) or \$1 million shall be made available for the National Board for Education Sciences.

³ The authorizing law requires that of the amount appropriated for the Education Sciences Reform Act (except the Regional Educational Laboratories), the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

⁴ Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

Research, development, and dissemination

NCEE is responsible for evaluating the effectiveness of key Federal education programs. NCEE also funds field-initiated evaluations and serves as a standards and validation body for education evaluations. The Commissioner who heads NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the utilization of research knowledge by policymakers and practitioners. Current NCEE dissemination programs are the What Works Clearinghouse (WWC), the Education Resources Information Center (ERIC), and the National Library of Education (NLE). These programs work with NCES, NCER, and NCSER to promote and make accessible the results of their work.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2007	\$162,552
2008	159,696
2009	167,196
2010	200,196
2011 CR	200,196

FY 2012 BUDGET REQUEST

The Administration requests \$260.4 million, an increase of \$60.2 million above the 2011 annualized CR level, to expand its investments in research, development, and evaluation to generate solutions to critical problems in education. The requested funds will enable the Institute of Education Sciences (IES) to sustain and expand its comprehensive effort to carefully study, develop, improve, and evaluate promising education innovations and identify those innovations that are effective for improving student learning and achievement from early childhood through postsecondary and adult education. Over the past 8 years, much has been learned about what does and does not work in education; however, there are still many education problems for which we do not have effective solutions. The quality and volume of applications IES receives for its research competitions have steadily increased since the passage of the Education Sciences Reform Act in 2002. The Administration firmly believes that the combination of greater demand and high quality indicates an increase in the capacity of the education research field to conduct rigorous research. The increased capacity of the education research field coupled with the great need to find solutions for improving education outcomes for our students justifies making additional resources available for research on topics ranging from effective approaches to teaching academic subjects, such as reading and mathematics, to research that improves our understanding of cognition and student learning or identifies educational policies or systems that support improvements in education outcomes.

As part of the Administration's initiative to strengthen program evaluation across the Federal government, the request also includes \$13.5 million to initiate several new evaluations of interventions to improve college enrollment, persistence, and completion and an evaluation of the Promise Neighborhoods program. These proposed evaluations are described in greater detail under the National Center for Education Evaluation and Regional Assistance section below.

Research, development, and dissemination

In order to provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years.

National Center for Education Research (NCER) Programs of Research

The request for 2012 would support approximately \$40 million in new awards under the following ongoing NCER programs of research. IES's efforts to transform education research in these areas have begun to produce significant breakthroughs, with 34 interventions developed or tested by IES that have been demonstrated to produce positive effects on student outcomes under the standards of the What Works Clearinghouse. One example of these interventions is the Assessment to Instruction (A2i) software, which is designed to help teachers individualize reading instruction for students in elementary school. Based on assessments of students' initial skills, the A2i software provides teachers with an instructional profile for each student that indicates the types and amounts of reading instruction the child needs and groups students with similar profiles into reading groups. Randomized controlled trials of A2i in first and third grade classrooms have shown that children in A2i classrooms achieve a 2-month advantage in reading comprehension skills relative to children in classrooms that are not using the A2i software. Equally important, IES-funded researchers have also identified areas in which current approaches are not working, such as developmental (or remediation) courses intended to provide underprepared college students with the skills necessary to succeed in college.

Despite decades of education research and the recent growth in research that explicitly addresses improving learning in areas such as reading and mathematics, there continue to be many unanswered questions about how children and adults learn in these areas and how best to support that learning. Continued investment in the long-term programs of research is necessary to accumulate empirical knowledge and develop theories that will ultimately result in improved academic achievement.

IES funds research and research training through seven programs: Education Research Grants, Research Training Programs in the Education Sciences, National Research and Development Centers, Statistical and Research Methodology in Education, Evaluation of State and Local Education Programs and Policies, Reading for Understanding, and Small Business Innovation Research. The level of funding and number of grants in each grant program is based on the quality of applications received as rated by panels of scientists.

Education Research Grants. Through the Education Research Grants program, IES invites applications for research on the following topics: reading and writing; mathematics and science education; cognition and student learning; social and behavioral context for academic learning; education technology; effective teachers and effective teaching; improving education systems: policies, organization, management, and leadership; postsecondary and adult education; early learning programs and policies; and English learners. Although IES identifies broad areas of interest, the research grants competition is field-initiated, with the specific topics for research and methodologies proposed by the applicants. Panels of distinguished scientists review the proposals and then IES funds the very best proposals submitted. The request for applications for 2011 research grant awards is available on the IES website at:

Research, development, and dissemination

http://ies.ed.gov/funding/pdf/2011_84305A.pdf. IES expects to publish its request for applications for 2012 awards under the topics listed below on its website in February 2011.

Under each of the topics in the Education Research Grants program, IES supports a broad range of research, development, and evaluation activities necessary for building a scientific enterprise that can provide solutions to the Nation's education challenges. *Exploratory research* is supported to uncover underlying processes and identify promising approaches to test. This research, although at times quite basic, is intended to inform the development of new and more powerful interventions. *Development projects* to create potent and innovative interventions are needed because there are continuing problems that the Nation has not yet solved (e.g. the achievement gap), and new problems and opportunities to meet (e.g., integrating new technologies into effective classroom instruction). However, development and innovation cannot stand alone; *rigorous evaluations* are needed to test the effect of the interventions on their intended outcomes. Evaluations identify which programs and policies actually produce positive effects on education outcomes, which need more work to become more potent or more robust, and which should be discarded. Finally, IES supports research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and outcome assessments.

The IES website includes a search tool that facilitates searches of IES research grants by members of the public (http://ies.ed.gov/funding/grantsearch/). Users can use this tool to search IES research grants by IES center, grant program, title, grantee, principal investigator, or year, in order to find a detailed abstract for each grant that describes the purpose of the grant, its research design and methodology, as well as information on publications.

- Reading and Writing. Through the Reading and Writing research program, IES contributes to the improvement of reading and writing skills of students from kindergarten through grade 12. IES supports exploratory research, development and evaluation of curricula and instructional approaches intended to improve achievement in reading and writing, and development and validation of reading and writing assessments. IES-supported research on reading has contributed to a growing body of knowledge of ways to improve reading outcomes. This research has shown that specific strategies—repeated practice reading aloud for elementary school students with poor reading skills, root word vocabulary instruction integrated with decoding practice for kindergarten English learners, and explicit instruction on comprehension strategies for middle school readers—result in improvements in student outcomes.
- Mathematics and Science Education. The purpose of the Mathematics and Science Education research program is to contribute to the improvement of mathematics and science knowledge and skills of students from kindergarten through grade 12. The long-term outcome of this program will be an array of tools and strategies (e.g., curricula and programs) that have been demonstrated to be effective for improving mathematics and science learning and achievement. Approximately half of the 67 projects funded under this topic focus on developing or refining interventions to improve mathematics or science performance. The remaining projects include evaluations of widely-used curricula (e.g., Everyday Mathematics) and technology (e.g., Animal Watch and Cognitive Tutor), exploratory research, and development and validation of assessments.

Research, development, and dissemination

- Cognition and Student Learning. The purpose of the program of research on cognition and student learning in the classroom is to bring advances in the cognitive sciences to bear on significant problems in education in order to improve student learning. Since it was initiated in 2002, this program has attracted strong applications, and IES has awarded 78 grants for research on this topic. This research has shown, for example, that technology based on principles of perceptual learning improves students' mastery of fractions, systematic use of short-answer tests improves retention of key concepts, and intentional use of specific instructional practices (e.g., comparing methods of solving equations) enhances student learning.
- Effective Teachers and Effective Teaching. Since 2005, IES has held separate competitions for research on teacher quality by academic area—one in reading and writing and another in mathematics and science education—and supported only exploratory research, development and evaluation of teacher professional development programs, and development and validation of assessments of teacher knowledge and practices. Since 2003, IES has awarded 53 teacher quality research grants. Beginning in 2012, IES will merge the two Teacher Quality research topics into one topic that will also support research on the recruitment, retention, and certification of teachers, as well as research on pre-service training of teachers. The long term outcomes of the Effective Teachers research program will be an array of programs, assessments, and strategies that have been demonstrated to be effective for improving and assessing the effectiveness of teachers in ways that are linked to increases in the education outcomes of students.
- Social and Behavioral Context for Academic Learning. Behavior problems in schools continue to be a pressing concern for educators and parents. The purpose of the research program on the Social and Behavioral Context for Academic Learning is to support research on social skills, dispositions, and behaviors that support academic and other important education outcomes (e.g., attendance, high school graduation rates) in typically developing students from kindergarten through high school. The program includes exploratory research, development and evaluation of interventions, and measurement development and validation. The long-term outcome of this program will be an array of programs and tools (e.g., social skills training for students, teacher professional development training on classroom management) that have been documented to be effective for improving or assessing social skills, dispositions, and behaviors in ways that are linked to students' education outcomes. IES has awarded 24 research grants on this topic.
- Improving Education Systems: Organization, Management, and Policy. In prior years, IES has held separate competitions for research on Education Policies, Finance, and Systems; Education Leadership; Organization and Management of Schools and Districts; and Analysis of Longitudinal Data to Support Education Research. IES has awarded 53 grants under these competitions. Beginning in 2012, IES will invite applications for research on these topics under one broad topic that focuses on improving student outcomes through direct improvements in the organization and management of schools and education systems and through the establishment of policies intended to foster such improvements. This research program includes

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exploratory research, development and evaluation of systems-level programs and policies, and measurement development and validation. The long-term outcome of this program will be an array of assessments, organizational strategies, management practices, and policies that have been documented to be effective for improving the ways in which schools and/or districts operate and thereby improving student outcomes.

- Early Learning Programs and Policies. Through its research program on Early Learning Programs and Policies, IES funds exploratory research; development and evaluation of early childhood education curricula, instructional practices, programs, and policies; and development and validation of measurement instruments. IES intends for this research program to contribute to the improvement of school readiness skills (e.g., pre-reading, language, vocabulary, early science and mathematics knowledge, social skills) of prekindergarten children. IES has awarded 21 research grants in this area. For the 2012 competition IES will continue to explicitly solicit proposals for research to develop and validate measures of kindergarten readiness that can be easily and reliably administered by practitioners and address the variety of skills necessary for success in kindergarten (e.g., cognitive, language, social and emotional, early literacy, early numeracy).
- English Learners. In previous years, IES funded 33 research projects that focus on English learners through the various research topics in the Education Research Grants program. In addition, IES funded a research and development center on English learners. However, there is a growing need for additional research in this area. Children who speak a language other than English at home continue to be a rapidly growing segment of the K-12 school-age population in the United States. Many of these students perform well below grade level expectations in their core classes, and teachers and school leaders are seeking to improve instruction of English learners. To bring coherence to its research on English learners and to encourage more research in this area, IES established a separate research program on English learners in 2010 and awarded 7 new grants. Under this topic, IES supports exploratory research, development and evaluation of innovative programs and practices intended to improve outcomes for English learners, and development and validation of measurement instruments for English learners.
- Postsecondary and Adult Education. Since 2007, IES has awarded 18 grants under the postsecondary education topic to support research on issues of student access, institutional accountability, and the effective use of technology. Projects have examined the roles of learning communities, remedial courses, mentoring, college savings, and district tax structure in improving student access to, learning in, and completion of postsecondary education. In 2011, IES is holding its first competition for research on adult education and has previously awarded 12 grants for research on topics related to adult education. Given the natural overlap in some issues pertaining to adult education and postsecondary education, IES will combine these two topics in its 2012 competition to create a single research program on Postsecondary and Adult Education. The broad purpose of this program is to contribute to improving reading, writing, and numeracy skills of learners in adult education programs; to enhancing targeted learning outcomes of postsecondary students; and to increasing access to, persistence in, and completion

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of postsecondary education. The long-term outcome of this program will be an array of tools and strategies (e.g., curricula, programs, assessments, and policies) that have been documented to be effective for improving education outcomes of adult learners and postsecondary students at the college level.

Education Technology. In 2008, IES established a program of research on education technology in order to support research to develop and evaluate innovative education technology tools (e.g., intelligent tutors for math education, online professional development training), because its existing programs of research on specific academic subjects were not attracting sufficient numbers of education technology researchers. This research program focuses on education technology in order to stimulate rigorous research, development, and evaluation of education technology tools that address critical issues facing education practitioners. Since 2008, IES has awarded 18 grants on this topic, including projects to develop intelligent tutors for improving students' reading, writing, and mathematics skills; assessments; and multi-user virtual environments for science learning.

Research Training. There are significant capacity issues within the education research community. Most schools of education have withdrawn from rigorous research training for doctoral students. While such training is often provided elsewhere in universities, such as in psychology departments, these training programs are seldom focused on topics in education, and students are pointed towards other careers and research topics. Since 2004, IES has supported the creation of 18 pre-doctoral interdisciplinary research training programs to support the development of a new generation of education scientists. In addition, since 2005, IES has awarded 27 postdoctoral training grants. On February 1, 2010, IES invited applications for 2011 grants to establish postdoctoral training programs; the request for applications is available at: http://ies.ed.gov/funding/pdf/2011_84305B.pdf. IES expects to publish its request for applications for 2012 awards on its website in February 2011.

National Research and Development Centers. The Education Sciences Reform Act requires that IES support not less than eight national research and development centers. Each center is to carry out research related to 1 or more of 11 research topics that the statute requires IES to address. Since 2004, IES has awarded 14 grants for new research and development centers under this authority and 1 grant for a research and development center on gifted education funded under the Jacob K. Javits Gifted and Talented Students Education program. The centers have produced research on topics such as policies regarding the hiring, compensation, certification, recruitment, retention, and assignment of teachers; strategies for improving education outcomes for English learners; school choice; and programs for improving behavioral and educational outcomes for youth in rural areas. IES also has centers that conduct directed research—for example, to modify mathematics and science curricula according to principles of learning derived from cognitive science and evaluate the impact of these curricula, and to develop "serious games" designed to challenge and motivate students, particularly underperforming ones, to participate and learn mathematics and science knowledge and skills. Information on all of the National Research and Development Centers is available on the IES website (http://ies.ed.gov/ncer/projects/program.asp?ProgID=13). On February 1, 2010, IES invited applications for new research and development centers on cognition and adult literacy,

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State and local education policy, and postsecondary education and employment. The request for applications is available online at: http://ies.ed.gov/funding/pdf/2011_84305C.pdf

Statistical and Research Methodology in Education. A critical aspect of IES' mission is to provide education scientists with the tools they need to conduct rigorous applied research. In 2009, IES initiated this program of research to support the development of new statistical and methodological approaches, the extension and improvement of existing methods, and the creation of other tools that would enhance the ability of researchers to conduct the types of research that IES funds. Under this program, IES encourages applications on a wide range of issues, such as improving the design and analysis of the evaluation of education interventions in order to increase the generalizability of studies, or improving value-added models. IES also encourages research that addresses methods typically used in special education studies on low-incidence disabilities, such as single-case experimental designs. Through this program IES also supports the development of reference tools that would support the design of evaluations (e.g., estimates of intra-correlations for common achievement and behavioral measures reported by grade or estimates of typical gains across a wide variety of measures relevant to education and special education). IES has awarded 22 grants on this topic. On February 1, 2010, IES invited applications for 2011 awards on this topic. The request for applications is available at: http://ies.ed.gov/funding/pdf/2011_84305D.pdf. IES expects to publish its request for applications for 2012 awards on its website in February 2011.

Evaluation of State and Local Education Programs and Policies. Evidence-based answers for all of the decisions that education decisionmakers and practitioners must make every day do not yet exist. Furthermore, education leaders cannot always wait for scientists to provide answers. One solution to this dilemma is for the education system to integrate rigorous research and evaluation into the core of its activities. In 2009, IES initiated this program of research because it believes that the education system needs to be at the forefront of a learning society—a society that plans and invests in learning how to improve its education programs by turning to rigorous evidence when it is available, and by insisting that, when we cannot wait for evidence of efficacy, the program or policy we decide to implement be evaluated as part of the implementation. Substantial improvements in student outcomes can be achieved if State educational agencies (SEAs) and local educational agencies (LEAs) rigorously evaluate their education programs and policies. Through the Evaluation of State and Local Education Programs and Policies research program, IES has awarded 9 research grants to support rigorous evaluations of State or local education programs or policies that are implemented by SEAs or LEAs. IES expects to publish its request for applications for 2012 awards on its website in February 2011.

Reading for Understanding. In July 2010, IES launched a major coordinated research program for rapid development, testing, and dissemination of innovative interventions to improve reading comprehension, focused on students from low-income households. Six teams were selected through a competitive, scientific review process to participate in the Reading for Understanding Network. These teams are now 7 months into their projects and are already testing initial versions of their reading curricula and instructional approaches in schools. During this intense development phase, researchers worked closely with teachers, school leaders, and district personnel to ensure that the created interventions can be implemented easily and will be sustainable within schools. In addition, teams have also begun experiments to better explicate

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the underlying cognitive processes involved in comprehension. Data from these experiments will further inform the development of new interventions. Through this major coordinated research effort on reading comprehension, IES believes that scientists can transform reading instruction to teach American students to read with understanding and prepare them with the skills to excel in the 21st century labor force.

Small Business Innovation Research. The Small Business Innovation Research (SBIR) Program provides support for qualified small businesses to conduct innovative research and development projects. Under the SBIR program, small businesses can receive Federal support for the first two phases of research and development. Phase I awards are designed to determine the scientific or technical merit of ideas by testing the feasibility of a technological approach. Phase II awards are designed to expand on the results of and to further pursue the development of Phase I projects. Phase II awards require a more comprehensive plan for research and development and must include a description of the commercial potential of the technological approach. In fiscal year 2010, IES awarded 17 contracts in response to 204 proposals from qualified small businesses for either Phase I projects or Fast-track projects, in which recipients receive funds to support Phase I and II in a single award. More information on the SBIR program is available on the IES website at: http://ies.ed.gov/ncer/sbir/.

National Center for Education Evaluation and Regional Assistance (NCEE)

New Evaluations

President Obama has set an ambitious goal for higher education: that the United States will have the highest proportion of college graduates in the world by 2020. Meeting this goal is critical to securing America's economic prosperity. In July 2009, the Council of Economic Advisers released a report projecting potential developments in the U.S. labor market in the next 5 to 10 years, and outlined preparations that would be necessary in order to adequately develop a 21st century workforce (Council of Economic Advisors, 2009). A central theme of their analysis was that high quality education and training is the best way to ensure that the workers of today are prepared for the jobs of tomorrow. Indeed, the skills attained through a quality postsecondary experience are particularly important to employers in the fastest growing fields. Unfortunately, the need to better prepare the students of today for the jobs of tomorrow is growing at a time when higher education is at a crossroads, with more students than ever enrolling in college, and America declining in international rankings of college completion rates.

In order to meet the 2020 college completion goal, many more students must complete high school, enroll in college, and complete college. Moreover, more adults must re-enter the education system and complete a 2- or 4-year degree program. For fiscal year 2012, the Administration is requesting nearly \$1.5 billion of mandatory and discretionary funding to support college access programs, including scholarships, and more than \$43 billion in mandatory and discretionary funds to cover the cost of student financial aid programs administered through the Department's Office of Federal Student Aid (FSA). These investments reflect the Administration's commitment to make postsecondary education more accessible and affordable for all students.

Though there are many college access programs and new approaches emerging to improve college access and completion, there is not a strong research base to support successful

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interventions. Now, more than ever, in order to reach the President's goal and ensure global competitiveness for years to come, we must work to evaluate promising approaches so that we are funding what works and building an evidence base to support these investments in the long term so that scarce resources are used wisely. The four new evaluations of postsecondary interventions proposed for 2012 represent a critical first step in providing institutions of higher education, students, parents, and policymakers with valuable information about effective strategies for increasing college enrollment, persistence, and completion.

Impact Evaluation of Providing High Schools with Access to Free Application for Federal Student Aid (FAFSA) Submission Data. A recent study found that providing low- to moderate-income individuals with help completing and submitting the FAFSA as part of taxpreparation assistance through H&R Block, increased postsecondary enrollment by dependent students in their households by 29 percent. This evaluation would investigate whether providing school districts with student-level FAFSA submission data affects FAFSA completion, offers of Federal student aid, increased college enrollment, or increased college persistence. The Department's Office of Federal Student Aid (FSA) currently is pilot-testing this strategy with 20 school districts. Districts that want to participate would agree to a staggered implementation in which some portion of high schools would be randomly assigned to receive access to FAFSA data in the first year and the others would receive access to the data a year later. Through surveys of a sample of counselors and seniors in treatment and control schools, as well analyses of FSA and the National Student Clearinghouse (NSC) data, the evaluation would provide information not only on the effects on college attendance and completion but also on the counseling strategies employed and other services available to students. IES estimates that the total cost for this 4-year study would be \$3.5 million.

Impact Evaluation of Expanding Efforts to Integrate FAFSA and Tax Form Preparation.

This evaluation would build on the H&R Block study mentioned above by replicating that type of intervention in other settings and comparing it to a less intensive and less costly one. The experimental study would compare the effectiveness of one-on-one, interview-style assistance with tax and FAFSA completion assistance to a less expensive service where families and students would be sent to a computer kiosk and prompted through the steps of completing both forms, with a skilled preparer available at the kiosks to provide assistance. Approximately 20,000 students and their families who sign up for free tax counseling would be randomly assigned to receive one of three treatments: one-on-one assistance in completing tax returns and the FAFSA (similar to one of the treatments in the H&R Block study); one-on-one tax preparation assistance with less-intensive kiosk/computer help with FAFSA; or less intensive kiosk/computer help with both tax and FAFSA form completion. The evaluation would use data from FSA and the IRS to examine whether one-on-one tax and FAFSA form completion assistance is more effective than less intensive, in-person assistance in increasing rates of FAFSA submission, receipt of financial aid and education tax credits (including the American Opportunity Tax Credit), college enrollment, and Earned Income Tax Credit receipt. The study would also examine the cost-effectiveness of the different approaches to increasing FAFSA completion. IES estimates that the total cost for this 4-year study would be \$6 million.

¹ Bettinger, E., Long, B., Oreopoulos, P., & Sanbonmatsu, L. (2009). *The role of simplification and information in college decisions: Results from the H&R Block FAFSA experiment* (NBER Working Paper No. 15361). Cambridge, MA: National Bureau of Economic Research, www.nber.org/papers/w15361.

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Impact Evaluation of Early College Placement Testing and Counseling. Surveys suggest that, although students and parents assume high school graduation is an indicator of college readiness, many students are not prepared for higher education and require remediation. This study will assess the effectiveness of providing feedback to high school students on their readiness for college-level work. 50 high schools in 10-20 participating districts would be randomly assigned either to implement college placement tests and follow-up counseling for 10th graders or not to implement such activities. The study would then examine the impact on 11th and 12th grade course-taking, and on college enrollment, remediation, and persistence using data from student records, FSA, and the NSC. The evaluator would also administer surveys to samples of treatment and control students to see whether there are effects on students' awareness of the courses and level of effort needed to be successful in postsecondary education. IES estimates that the total cost for this 5-year study would be \$10 million.

Impact Evaluation of Early Outreach through Call Centers to Increase Community College Retention. Colleges, particularly community colleges, are seeking low-cost ways to implement early warning tracking systems and supports to help improve student retention. One strategy might be to use call centers to contact students identified as "at risk" based on behaviors such as not attending or dropping classes. The findings from a small-scale quasi-experimental and cost-effectiveness study of a call center program at Des Moines Community College suggest that the call center activities generated an estimated \$150,000 for the college in tuition from new and returning students. IES would recruit approximately 20 large community colleges to participate in this study. A sample of approximately 3,500 students identified as meeting criteria for call center contact would be randomly assigned either to receive telephone follow-up or not. The effect on student outcomes would be measured using data from FSA and NSC, and potentially from college records. Information on intervention costs would be obtained through interviews with call center coordinators. IES estimates that the total cost of this 4-year evaluation would be \$6 million.

Impact Evaluation of the Promise Neighborhoods Program. Research has shown a negative correlation between environments with a high concentration of poverty and student achievement (U.S. Department of Education 2001; Rumberger and Palardy 2005; and Sharkey 2009). Comprehensive, place-based programs, such as Promise Neighborhoods, are thought to be promising interventions for improving outcomes in these environments, but there is limited rigorous evidence about the effectiveness of such programs or their components. One rigorous study (Dobbie and Fryer 2009) found that the offer of enrollment in a charter middle school sponsored by the Harlem Children's Zone® had a positive effect on math test scores for sixth, seventh, and eighth graders. While the study found no statistically significant differences in English language arts (ELA) tests in sixth or seventh grade, there was a positive effect on the eighth grade ELA test. Previous studies have not examined the impact of the community services other than school programs offered by place-based programs. This evaluation would examine the impact of the new Promise Neighborhoods program on students' educational

² Des Moines Area Community College (2009). DMACC Call Center Cost Benefit Analysis-FY07-08. Unpublished manuscript, cited in Harris, Douglas N. and Goldrick-Rab, Sara (2010). *The (Un)Productivity of American Higher Education: From "Cost Disease" to Cost-Effectiveness* (WISCAPE Working Paper). Madison, Wisconsin: Wisconsin Center for the Advancement of Postsecondary Education, http://wiscape.wisc.edu/uploads/media/34a516f3-8ffe-49c1-8a4e-9e82fe7ff594.pdf.

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outcomes and would include all recipients of fiscal year 2011 Promise Neighborhoods implementation grants.

In 2011, IES explore the feasibility of different research designs before awarding this evaluation contract in 2012. At a minimum, the evaluation would employ an interrupted time series design to measure student educational outcomes over time to gauge differences in Promise Neighborhoods between the period prior to the implementation of the program and after. If grantees are offering program components that are oversubscribed, it may be feasible to measure the impact of these components using an experimental design. It will not be feasible to address the question of the overall impact of Promise Neighborhoods using an experimental design, since the program is a neighborhood-level intervention and funds will not be randomly assigned to applicant neighborhoods. IES estimates that the total cost of this evaluation over 3 to 4 years would be \$20 million.

Impact Study of Mathematics Professional Development for Elementary Teachers.

Student achievement in mathematics has been a focal concern in the United States for many years. The National Research Council's *Adding It Up* report (2001) is available online at http://www.nap.edu/catalog.php?record_id=9822, and the final report of the National Mathematics Advisory Panel (2008) is available online at http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf. Both reports called attention to student achievement in mathematics and the need for all students to be prepared to learn algebra by grade 8. Both reports stated that achieving this goal requires that students must first successfully learn several core topics such as fractions, decimals, and percentages, which are typically emphasized in grade 4. The National Mathematics Advisory Panel wrote that "difficulty with fractions (including decimals and percentages) is pervasive and is a major obstacle to further progress in mathematics, including algebra" (p. xix). One source of this problem may be teachers' lack of knowledge and deep understanding of the underlying mathematical concepts. Another or additional issue could be lack of support or knowledge about strategies for teaching mathematics effectively.

In 2012, IES, in collaboration with the National Science Foundation (NSF), plans to award a contract for a rigorous study of mathematics professional development for teachers. Funds to initiate this evaluation were requested originally in the fiscal year 2011 budget request. For implementation reasons, this contract award was delayed until 2012. This evaluation will address the following core research questions:

- What is the effect on teacher knowledge, classroom practices, and student achievement of providing intensive mathematics professional development that includes a focus on mathematical concepts and the teaching of mathematics?
- Why, for whom, and under what conditions is the professional development approach likely to be effective?

Data collected for this evaluation will include direct observations, participating teacher surveys, analyses of extant administrative data, and assessments of participating teachers and students. The evaluation will provide a rigorous estimate of the impact of types of professional development on teachers' knowledge, teachers' practices in the classroom, and achievement of their students. Using experimental and nonexperimental methods, this evaluation will provide

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evidence on why, for whom, and under what conditions is the professional development approach likely to be effective.

Ongoing Evaluations

Integrated Assessment of Recovery Act Funds, Implementation, and Outcomes. In 2010, IES awarded a contract to support a large-scale effort to learn about how much Recovery Act funding States, districts, and schools received, what they did with those funds, and how that relates to student achievement and other outcomes. The primary data collection will be administered through surveys of schools, districts, and States, beginning with a baseline survey in winter 2010/11 and then additional surveys each spring until 2014. The surveys will be conducted with a nationally representative, stratified sample to ensure adequate representation of urban, rural, and suburban districts and schools, and will significantly oversample Title I eligible and low-performing schools. The survey samples will be augmented to include all grantees that receive funds from core Recovery Act reform programs such as Race to the Top and the Investing in Innovation Fund. In addition to these surveys, to the extent possible, the study will draw upon data Recovery Act grantees are required to report and on existing national databases of school-level outcomes, such as the Department's EDFacts system. The study will produce annual reports on the funding and implementation progress across Recovery Act programs and reports on individual programs and provide summary feedback to States based on the district/school surveys.

Evaluation of Race to the Top and School Improvement Grants. In 2010, IES initiated an evaluation of the implementation of Race to the Top (RTT) and School Improvement Grants (SIG) as well as the impact of SIG funding on outcomes for low-performing schools. This independent evaluation will answer questions such as the following:

- How well are RTT and SIG implemented at the State, district, and school levels?
 - Standards and Assessments. To what extent have States adopted college and career ready standards that are held in common by multiple States? What changes in practice have been instituted statewide and at the local level to implement these new standards? What strategies and practices were used to support schools in transitioning to new standards? What lessons can be learned from the transition?
 - <u>Data Systems</u>. To what extent has the State implemented its statewide longitudinal data system (SLDS)? To what extent is the SLDS in use at the State and local levels and by which stakeholders? To what extent are teachers, principals, and administrators using data from the SLDS and local instructional improvement systems to inform and improve their instructional practices, decisionmaking, and overall effectiveness?
 - <u>Teachers and Leaders.</u> What changes in alternative certification have occurred in RTT States for teachers and principals? How has evaluation of teachers and principals changed in RTT States, including changes to the evaluation system and the way resulting evaluations are conducted and used for teachers and principals? How has the percentage of highly effective, effective, and ineffective teachers and principals changed between low-income and/or high-minority schools versus high-income and/or low-minority schools, and in hard-to-staff subjects? How were changes in teacher and

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principal evaluation and distribution implemented? What changes in practice have occurred to provide effective support to teachers and leaders, such as common planning time and creating school environments supportive of data-informed decisions? How is the State using student outcome data to measure and publicly report the effectiveness of teacher and principal preparation programs? In what ways has this changed policy and practice?

- School Turnaround. What was the theory of action for selecting a school to be turned around and which intervention model to use? What changes in contextual factors at the school, LEA, and State have occurred (e.g., leadership change, incentives for effective teachers, flexibility around staffing and use of time, ability for the State to intervene)?
- <u>Charter Schools.</u> What legal and/or policy changes have occurred with respect to charter schools, charter authorizers, and mechanisms for accountability? How many new charter schools have been authorized during the RTT and SIG grant periods? How many schools have been closed by authorizers for academic underperformance?
- <u>State Capacity.</u> What role is the SEA playing with respect to systemic education reform? How are SEAs working with intermediaries, regional groups, or third-party partners? Have there been significant changes at the State or LEA level on how work is organized? How has State capacity and system coherence changed over the course of the grant?
- Does receipt of SIG funding to implement a school intervention model have an impact on outcomes for low-achieving schools?
- Are State and district capacity, as defined under RTT, related to improvement in outcomes for schools?
- Is implementation of the four school intervention models, and strategies within those models, related to improvement in outcomes for low-achieving schools?

This evaluation will be informed by case studies of the process of implementing school turnaround efforts already underway using Title I evaluation funding. These in-depth case studies will provide periodic progress reports for a subset of schools that receive SIG funds, examining the basic approaches taken to school turnaround, including the extent to which States and districts pursue more aggressive efforts than those required. Since it is likely that many of these case studies will take place in States and districts also receiving RTT funding, IES will coordinate the evaluation of the four specified models with what is learned through the case study efforts to make the best use of data from both efforts. Data collection will continue through the 2013-14 school year. Full reports from this study are scheduled for release in April 2014, November 2014, and September 2015. Evaluation briefs on specific topics are scheduled for release in August 2013, May 2014, and April 2015.

Evaluation of the Investing in Innovation Fund. The Department required applicants for Scale-up and Validation Grants under the Investing in Innovation Fund (i3) to conduct independent evaluations of their projects using experimental or quasi-experimental designs (matched comparison group, time series, or regression discontinuity). The exact design of the

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independent evaluations was proposed by the grantees. However, grantees agreed, along with their independent evaluators, to cooperate with an IES contractor who is providing technical assistance on the design and conduct of the evaluations. The purpose of this technical assistance will be to assist grantees if they run into challenges in implementing their proposed evaluations and to encourage commonality in evaluation approaches and outcome measures across funded projects where it is feasible and useful to do so. IES has contacted grantees to provide technical assistance on the evaluation while grantees are in the planning stages for implementation of the strategies, practices, and programs. Based on the information in the grantee applications, the evaluation contractor is consulting with the grantees and their independent evaluators to improve the rigor of the evaluation design where possible. Technical assistance also will be provided to independent evaluators in groups at conferences.

IES will summarize the results of these independent grantee evaluations for Scale-up and Validation Grants across similar practices, strategies, and programs. The collective results of these evaluations will represent a major investment in the replication of those practices, strategies, and programs that districts and nonprofit organizations consider to be promising in improving student outcomes, and in the production of evidence on the effectiveness of those efforts. Where possible, IES will use formal meta-analytic techniques to summarize the findings from these evaluations.

The major research questions for the i3 evaluation are:

- What are the impacts of similar practices, strategies, and programs implemented under the Scale-up and Validation Grants on student achievement and mediating variables?
- What practices, strategies, and programs are related to student achievement?

The schedule for reports for this study is not yet final, but IES expects to release a final report for this study in early 2016.

NCEE Dissemination Activities

The Administration's request for Research, Development, and Dissemination also supports the following ongoing activities administered by NCEE:

What Works Clearinghouse (WWC). The WWC was established in 2002 to serve as a central and trusted source of scientific evidence of what works in education. To date, the WWC has published reports that assess the rigor of the research evidence on the effectiveness of more than 160 interventions across the topics of reading, mathematics, dropout prevention, character education, early childhood education, early childhood education for children with disabilities, students with learning disabilities, and English learners. Other products and services provided by WWC include user-friendly practice guides that provide research-based recommendations that educators can use to address instructional challenges within schools and classrooms and *Bridge Events*, which bring the latest findings from WWC reviews directly to practitioners and educators at events organized in partnership with the Regional Educational Laboratories.

With funds requested in 2012, IES would award a new 5-year contract or contracts for the administration of the WWC. IES is committed to continuous improvement in the design and

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operation of a WWC that fulfills to the maximum extent possible its mission to be a central and trusted source of scientific evidence on what works in education. Consistent with this goal, in addition to continuing to review and synthesize evidence and produce practice guides, IES is currently exploring ways to make its products more accessible and useful and streamlining WWC procedures to reduce the costs of its operations. The recent study by the Government Accountability Office (GAO) of the WWC and the actions IES has taken and will take to address GAO's recommendations are discussed under the Performance Information section.

Education Resources Information Center (ERIC). The ERIC online system (http://www.eric.ed.gov) provides access to more than 1.3 million bibliographic records of journal and non-journal literature from 1966 to the present. ERIC also contains a growing collection of materials in Adobe PDF format. ERIC's mission is to provide a comprehensive, easy-to-use, searchable Internet-based bibliographic and full-text database of education research and information for educators, researchers, and the general public. Funds requested in 2012 would support the fourth year of a 5-year contract to administer ERIC awarded in 2009.

PROGRAM OUTPUT MEASURES (\$000s)

(4000)	<u>2010</u>	2011 CR	<u>2012</u>
Research activities:			
Education research grants			
Number of new grant awards	77	tbd	tbd
Average new grant award	\$496	tbd	tbd
Total new grant awards	\$38,502	tbd	tbd
Total grant award continuations	\$62,425	\$40,992	\$52,744 ¹
Research training			
Number of new grant awards	10	tbd	tbd
Average new grant award	\$122	tbd	tbd
Total new grant awards	\$1,223	tbd	tbd
Total grant award continuations	\$11,576	\$9,975	\$13,649 ¹
Statistical and research methodology in education			
Number of new grant awards	9	tbd	tbd
Average new grant award	\$313	tbd	tbd
Total new grant awards	\$2,818	tbd	tbd
Total grant award continuations	\$1,622	\$2,944	\$2,513 ¹
National research and development centers			
Number of new grant awards	2	3	tbd
Average new grant award	\$2,432	\$2,000	tbd
Total new grant awards	\$4,864	\$6,000	tbd
Total grant award continuations	0	\$4,656	\$10,927 ¹
Evaluation of State and local education programs and policies			
Number of new grant awards	4	tbd	tbd
	•	3	

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PROGRAM OUTPUT MEASURES (\$000s)			
(4000)	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
Average new grant award Total new grant awards Total grant award continuations	\$1,225	tbd	tbd
	\$4,885	tbd	tbd
	\$3,845	\$3,917	\$7,993 ¹
Research initiative on reading for understanding Number of new grant awards Average new grant award Total new grant awards Total grant award continuations	6 \$3,634 \$21,806 0	0 0 0 \$21,912	0 0 0 \$23,052 ¹
Small business innovation research Number of new contract awards Average new contract award Total new contract awards	17	11	tbd
	\$326	\$532	tbd
	\$5,550	\$5,850	\$5,850
Other research New Continuation Subtotal, Research activities	\$867	tbd	tbd
	<u>\$750</u>	<u>\$1,494</u>	<u>\$845</u>
	\$160,733	\$155,453 ²	\$209,416 ²
Evaluation activities	\$14,552	\$16,240	\$24,187
Dissemination activities: Education Resources Information Center What Works Clearinghouse National Library of Education Dissemination/Logistical/Technical Support Subtotal, Dissemination activities	\$6,836	\$7,101	\$6,659
	\$7,713	\$7,560	\$7,500
	\$1,990	\$2,000	\$2,000
	\$6,000	<u>\$7,743</u>	<u>\$6,802</u>
	\$22,539	\$24,404	\$22,961
Other Peer review of applications for new awards National Board for Education Sciences Total, Research, development, and dissemination	\$651 ³	\$250 ³	0
	\$1,500	\$3,500	\$3,500
	<u>\$221</u>	<u>\$349</u>	<u>\$349</u>
	\$200,196	\$200,196	\$260,413
Number of full-time equivalent personnel associated with NBES	0	1	1

<sup>Includes only 2012 continuation costs for grants awarded prior to 2011. Actual continuation costs will depend on the number and size of new grant awards in 2011.

The total amount, number, and size of awards will depend on the quality of applications received.

Includes funds for a study of minority male achievement.</sup>

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2012 and future years, and the resources and efforts invested by those served by the program.

Goal: Transform education into an evidence-based field. Decisionmakers will routinely seek out the best available research and data in adopting and implementing programs and practices that will affect significant numbers of children.

Objective: Raise the quality of research funded or conducted by the Department.

Long-term Measures

Measure: By 2013, at least 15 IES-supported interventions on reading or writing will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

Measure: By 2013, at least 12 IES-supported interventions on mathematics or science education will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

Measure: By 2013, at least 10 IES-supported interventions on teacher quality will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

Measure: By 2013, at least 200 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in education research.

Measure: By 2013, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decisions on interventions in reading, writing, mathematics, science, or teacher quality.

Annual Measures

Measure: The cumulative number improving student outcomes in re	er of IES-supported interventions wi eading or writing.	th evidence of efficacy in
Year	Target	Actual
2007	6	6
2008	11	11
2009	13	13
2010	15	15
2011	17	
2012	20	

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Measure: The cumulative number of improving student outcomes in mathe		h evidence of efficacy in
Year	Target	Actual
2007	3	4
2008	7	8
2009	10	11
2010	12	15
2011	15	
2012	18	

Measure: The cumulative number of IES-supported interventions with evidence of efficacy in enhancing teacher characteristics with demonstrated positive effects on student outcomes.		
Year	Target	Actual
2007	3	3
2008	5	5
2009	7	7
2010	10	10
2011	12	
2012	15	

Additional information: For these measures, principal investigators from the What Works Clearinghouse (WWC) review initial reports from IES-supported projects and evaluate them using the WWC published evidence standards to determine whether these findings meet the evidence standards and demonstrate a statistically significant positive effect in improving achievement outcomes for students. As shown by WWC reviews of existing research on program effectiveness in reading/writing, few older studies meet the clearinghouse quality standards, and even fewer show statistically significant positive effects. The targets set for these measure were determined by identifying the number of NCER-funded studies designed to test efficacy or effectiveness of interventions designed to improve outcomes of students on each of these topics, and taking into account the anticipated time to completion of the studies. Reported numbers are cumulative.

Measure: The cumulative number	r of individuals who have been or a	re being trained in IES-funded	
research training programs.			
Year	Target	Actual	
2007		161	
2008	230	263	
2009	265	360	
2010	325	556	
2011	600		
2012	650		

Additional information: The data for this measure are compiled from grantee reports and then confirmed by IES grants program officers. Targets for 2011 and 2012 have been increased from 400 and 450 to 600 and 650 to reflect higher than expected numbers of researchers trained by or currently participating in IES-funded research training programs.

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Efficiency Measures

Measure: The average number of	research grants administered per	each program officer employed
in the National Center for Education	on Research.	
Year	Target	Actual
2001		1.3
2007		27
2008	32	28
2009	34	35
2010	36	36
2011	38	
2012	40	

Additional information: IES' principal efficiency measure is the ratio of research staff to research grants. In 2001, the Department's predecessor research organization employed 69 staff in its 5 national research institutes. Those staff administered 89 active research grants. By 2007, 13 staff in the IES National Center for Education Research administered 417 active research grants with support from 4 staff in the IES Standards and Review and Grants Administration Staff offices. From fiscal year 2001 to 2009, funding for the Research, Development, and Dissemination program increased significantly from \$120.6 million to \$167.2 million, but efficiency has increased even more during this period. The number of grants per program officer has increased significantly without sacrificing the quality of IES research, as indicated by its performance on the outcome measures described above.

Additional performance information

On July 23, 2010, the Government Accountability Office (GAO) published Department of Education: Improved Dissemination and Timely Product Release Would Enhance the Usefulness of the What Works Clearinghouse (http://www.gao.gov/new.items/d10644.pdf). GAO examined: (1) the extent to which the WWC review process meets accepted standards for research evaluation and how the WWC has responded to recommendations and criticism. (2) how WWC output and costs have changed over time and how its performance is measured, and (3) how WWC products are disseminated and how useful educators find them to be. To conduct its work, GAO reviewed WWC-related documents, analyzed cost and performance data, surveyed all States and a nationally representative sample of school districts, and interviewed IES officials, WWC contractors, researchers, and others. GAO, as well as a congressionallymandated panel of experts, found that the WWC's review process, which includes screening studies to determine if they meet WWC criteria, follows accepted standards for evaluating research on the effectiveness of education interventions. In the GAO report, the expert panel provided specific recommendations for IES to further improve the WWC review and reporting processes. These recommendations are listed below, followed by the response IES provided at the time of the report's publication, as well an update on actions IES has taken since its publication.

Recommendation 1:

To consistently release WWC products in a timely manner, we recommend the Secretary of Education direct IES to develop and implement strategies that help avoid future backlogs and

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ensure that IES's review and approval processes keep pace with increased contractor production. Strategies could include shifting IES resources to ensure sufficient staff time for managing the peer review process and streamlining its approval processes.

IES Response to GAO Report:

Consistent with this recommendation, IES has reviewed and revised its policies and procedures for reviewing and approving WWC products to ensure the process is scientifically sound and efficient, and results in timely release of documents. Importantly, IES expanded its pool of experienced peer reviewers and internal staff supports to be consistent with the expected flow of documents through the review process.

Update on IES Actions:

IES had already taken this action at the time of the publication of the GAO report. Additional staff resources were added to the IES WWC team and administrative responsibility for the external peer review of WWC reports has been shifted from the primary WWC program manager to the other staff. Based on management records maintained by the contractor, GAO confirmed that the backlog of WWC reports needing peer review had been eliminated.

Recommendation 2:

To better track the costs and usefulness of the WWC, we recommend that the Secretary of Education direct IES to:

- Incorporate findings from its cost studies to develop performance measures related to costs, such as identifying a range of acceptable costs per product and using that information to monitor contractor spending; and
- Develop performance measures related to product usefulness and periodically assess whether WWC products are meeting the needs of target audiences by gathering information on product usefulness in the proposed survey or through other means.

IES Response to GAO Report:

The What Works Clearinghouse examined strategies for streamlining its procedures and costs and provided IES with its findings and recommendations. Based on that analysis, IES will determine appropriate cost ranges and use those estimates in budgeting and monitoring new work under the WWC. IES already assesses the cost management of the WWC through its annual review of WWC performance, the outcome of which is tied to the potential for award fee dollars.

With regard to tracking the usefulness of WWC products, IES reviews website hits and downloads and collects user-supplied feedback through the WWC Help Desk on a regular basis. As part of its communication activities, WWC representatives attend major educational conferences, and both provide and solicit information about WWC products. To date, that input has been collected somewhat informally. Going forward, WWC staff will collect potential user feedback from conference attendees in a more systematic way. In addition, IES intends to

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conduct its own review, including surveying potential customers by 2012 about satisfaction, relevance, and usefulness of WWC products.

Update on IES Actions:

IES has reviewed the contractor's draft analyses of unit costs and efforts to streamline the review procedures, which suggest that some steps in the process could be eliminated without degradation in review accuracy and quality. Because the proposed changes are significant, IES will conduct an external review of the findings and their basis. IES is currently in the process of identifying reviewers. We expect that, unless the external reviewers indicate substantial problems in the contractor's testing strategy or analysis, the WWC will begin altering review procedures to shorten timelines and reduce costs in ways that do not affect quality or productivity. These changes will be reflected in a new version of the WWC procedures handbook that will be posted on the WWC website in the spring of 2011. The IES program manager completed the annual performance review of the WWC contractor's year 3 activities, products, and costs by November 16, 2010, as specified in the GAO action step tracking system. Cost management was a key criterion in that review.

IES is reviewing a new communication plan from the WWC contractor that includes a strategy for obtaining information on utility and satisfaction from potential customers, such as those who attend major association meetings (a non-scientific approach used by GAO). IES is considering how to integrate these outreach and assessment efforts on behalf of the WWC with similar efforts we are taking Institute-wide.

Recommendation 3:

To reach more members of the target audience, we recommend the Secretary of Education direct IES to assess and improve its dissemination efforts to promote greater awareness and use of the WWC, for example, by developing a way to inform school districts of new products or encouraging educator professional development programs to focus on research-based practices such as those discussed in practice guides.

IES Response to GAO Report:

IES points to its current dissemination efforts—the monthly WWC newsletter on recent product releases, media and trade organization outreach, partnerships with other educational institutions such as the Regional Educational Laboratories, and the wide availability of WWC reports—as a foundation for the finding that 33 of 38 State agencies and 42 percent of districts that the GAO successfully surveyed were aware of the WWC 5 years after it began releasing reports. Nonetheless, IES intends to make further improvements. First, IES will be taking steps to strengthen the links between WWC and the Department by conducting briefings on Practice Guides across the Department and on specific topics identified by offices and will notify relevant staff of upcoming reports. These efforts are expected to result in better use of WWC products in Department of Education technical assistance to States, districts, and schools. Second, beginning in early FY 2011, IES will begin a more significant outreach to key educator associations in order to expand the opportunities for dissemination to their constituencies by, for example, providing links to the WWC or notices about upcoming reports on their websites.

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Update on IES Actions:

IES has begun a program of department briefings on WWC Practice Guides and other products, with the first conducted on the *Developing Effective Fractions Instruction for Kindergarten through 8th Grade* in October 2010 and a second being scheduled for the *Improving Reading Comprehension for Kindergarten through Third Grade* Practice Guide, both of which were released in September 2010. The 2011 communications plan for the WWC includes outreach to key educator associations and will be implemented by the end of the year.

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(Education Sciences Reform Act of 2002, Part C)

FY 2012 Authorization (\$000s): 0 1,2

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$108,521 ³	\$117,021	+\$8,500

¹ The GEPA extension expired September 30, 2009. The program is proposed for authorization in FY 2012 under appropriations language.

PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the United States and, as such, makes a unique contribution to our understanding of the American educational system. NCES is one of four Centers in the Institute of Education Sciences (IES), which was established by the Education Sciences Reform Act of 2002.

NCES is authorized to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the United States; conduct and publish reports on the meaning and significance of such statistics; collect, analyze, cross-tabulate, and report data, where feasible, by demographic characteristics, including gender, race, ethnicity, socioeconomic status, limited English proficiency, mobility, disability, and urbanicity; help public and private educational agencies and organizations improve their statistical systems; acquire and disseminate data on education activities and student achievement in the United States compared with foreign nations; conduct longitudinal and special data collections necessary to report on the condition and progress of education; help the IES Director prepare a biennial report describing the activities of IES; and determine, in consultation with the National Research Council of the National Academies, methodology by which States may accurately measure graduation rates. NCES may also establish a program to train employees of public and private educational agencies, organizations, and institutions in the use of statistical procedures and concepts and may establish a fellowship program to allow such employees to work as temporary fellows at NCES.

Statistical information collected by NCES contributes to the identification of needs; the development of policy priorities; and the formulation, evaluation, and refinement of programs. The authorizing statute requires the Commissioner of NCES to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science,

² The statute authorizes such sums as may be necessary for all of title I, of which not less than the amount provided to the National Center for Education Statistics for fiscal year 2002 shall be available for Part C, which is \$85,000 thousand.

³ Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

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and to produce an annual statistical report on the condition and progress of education in the United States. Over the last few years, NCES-sponsored studies have provided information to inform debate surrounding issues such as preparation for higher education, college costs, student financial aid, high school dropouts, use of technology in education, school crime, school expenditures, academic standards, literacy, teacher shortages, changing test scores, and the achievement of students in the United States compared with that of other nations. NCES coordinates with other Federal agencies when carrying out surveys to ensure that information collected is valuable to relevant agencies. For example, the United States Department of Health and Human Services participates in the Kindergarten Cohort of the 2010-11 Early Childhood Longitudinal Survey (ECLS-K), and the National Science Foundation participates in the 2009 High School Longitudinal Study. Most work is conducted through competitively awarded contracts.

The Education Sciences Reform Act authorizes the National Board for Education Sciences to provide advice to the NCES Commissioner, and the Board may establish a standing committee to advise the Center.

Five areas, each with a set of specific activities, make up the Statistics budget:

- Elementary and Secondary Education surveys provide information on both public and private education in the United States. These surveys provide extensive information about State and local educational agencies, schools, teachers, and funding for education.
- Postsecondary and Adult Education surveys provide comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult workforce credentials, skills, and literacy.
- Elementary and Secondary Longitudinal Surveys are designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education.
- International Studies provide insights into the educational practices and outcomes in the
 United States by enabling comparisons with other countries. Interest in these studies has
 grown with the increasing concern about global economic competition and the role
 education plays in ensuring economic growth.
- Cross-cutting Surveys and Other Activities include the National Household Education Survey (NHES), NCES items in the Bureau of the Census Current Population Survey, information on postsecondary libraries and public elementary and secondary school media centers, activities designed to enhance the quality and usefulness of its statistical data collections, key publications, and printing.

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Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2007	\$90,022
2008	88,449
2009	98,521
2010	108,521
2011 CR	108.521

FY 2012 BUDGET REQUEST

The Administration requests \$117.021 million for Statistics, an increase of \$8.5 million from the 2011 CR level. The request includes funds for a program of statistics that has evolved over the past decade in response to legislation and to the particular needs of data providers, data users, and educational researchers. The Administration requests that funding be available for 2 years, as it was in 2010 and 2011. The cyclical nature of many of the data collection projects means that costs are higher in some years and lower in others. In addition, unanticipated adjustments can result from field testing that delay the full-scale data collection, causing activities budgeted for one year to be moved to the following year. Funds must be obligated to contracts as they are needed for expenditures, rather than at an even rate over the life of the contracts. Extending the availability of funds for an additional year allows the Department to absorb cost fluctuations without disrupting essential statistical activities.

The Statistics program provides general statistics about trends in education, collects data to monitor educational reform and progress, and informs the Department's research agenda. The National Center for Education Statistics (NCES) also is planning to meet the statistical needs of the future with new technologies, training, data development and analysis, and methodological studies that will support more efficient data collection and produce information that is more useful for parents, teachers, administrators, and policymakers.

The requested increase would allow NCES to undertake its first study of sub-baccalaureate education and training for adults (training that provides workplace certifications and licenses), provide fall testing for the Early Childhood Longitudinal Study (ELCS) to study summer learning loss, and develop enhanced reporting and data tools that will improve access to and usability of NCES data.

The requested funding will support the following surveys and activities:

Elementary and Secondary Education

The *Elementary and Secondary Education* program, which provides information on both public and private education in the United States, would receive approximately \$26.0 million in 2012. Activities to be supported in 2012 include:

 The Common Core of Data (CCD) (http://nces.ed.gov/ccd/), the Department's primary database on public elementary and secondary education in the United States, provides comprehensive, annual information on all school districts and public elementary and

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secondary schools (including public charter schools). The CCD contains basic descriptive information, including student enrollment, demographic, dropout, and high school completion data; numbers of teachers and other staff; and fiscal data, including revenues and expenditures. CCD data are available on the Web and users can construct custom tables using the "Build A Table" tool (http://nces.ed.gov/ccd/bat/). The CCD data collection is coordinated with the Ed*Facts* Education Data Exchange Network (EDEN), and States report non-fiscal CCD data through the EDEN portal.

- The *Private School Survey* (http://nces.ed.gov/surveys/pss/), conducted every 2 years, provides information on the number of private schools, teachers, and students. The survey, which includes all private schools, was conducted in 2009-10 and will be conducted again in 2011-2012.
- The Schools and Staffing Survey (SASS) (http://nces.ed.gov/surveys/sass/), which was last conducted in 2007-08 and will next be conducted in 2011-2012, is an extensive survey of kindergarten through 12th-grade schools that provides information on public and private schools, the principals who head these schools, and the teachers who work in them. The survey is conducted every 4 years. The Teacher Follow-up Survey (TFS), which follows a sample of the teachers who were respondents to SASS in the previous school year, is designed to measure attrition from the teaching profession and teacher mobility. The funds requested for 2012 would pay for analysis of the 2011-2012 SASS collection, the TFS collection, and planning for future collections.
- The Beginning Teacher Longitudinal Study (BTLS)(http://nces.ed.gov/surveys/btls/) follows teachers who were in the 2007-08 Schools and Staffing Survey (SASS) as first-year teachers. While SASS has always produced information about 1-year attrition and mobility of teachers through its Teacher Follow-up Survey, this survey will continue to follow the cohort of teachers who were beginning their careers in 2007-08. These new teachers will be followed as they move between schools and in and out of the profession. The study will provide much-needed data on various issues related to teacher turnover patterns and rates as well as career trajectories and concerns facing new kindergarten to grade 12 teachers.
- The National Cooperative Education Statistics System serves as the umbrella for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (http://nces.ed.gov/forum/about.asp), which is composed of representatives from NCES, other Department offices, and State and local educational agencies from the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Department of Defense dependents schools. Publications include a guide to metadata and a guide to collecting and using attendance data.

Other activities that will continue to receive support in 2012 include the *Census Mapping* project, which uses school district geographic boundaries to map census blocks to school districts; the *Decennial Census School District Project*, which allows users to view aggregated Census data for public school districts across the Nation; and the Fast Response Survey System, which collects issue-oriented data quickly and with minimal response burden from elementary and secondary schools and districts. In addition, funds would be used to make enhancements to reporting and data tools to improve data access and transparency.

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Elementary and Secondary Longitudinal Surveys

The *Elementary and Secondary Longitudinal Surveys* program is designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education. Under the 2012 request, funding for the longitudinal surveys would be an estimated \$23.5 million.

Key activities include the following surveys:

- The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:11) (http://nces.ed.gov/ecls/) is the third in an important series of longitudinal studies that examine child development, school readiness, and early school experiences. The ECLS-K:11 will provide data relevant to emerging policy-related domains not measured fully in previous studies. Coming more than a decade after the inception of the previous kindergarten study, ECLS-K:11 will also allow cross-cohort comparisons of two nationally-representative kindergarten classes experiencing different policy, educational, and demographic environments. The request level includes funding to support fall data collection, which when combined with spring data collection would allow analysts to gauge the effects of different kinds of summer activities (or lack thereof) on academic and social development over the summer, as well as provide a benchmark for a more direct assessment of gains over 1 academic year.
- The Education Longitudinal Study of 2002 (ELS:2002) (http://nces.ed.gov/surveys/els2002/) is following a nationally representative sample of high school students who were 10th graders in 2002. ELS:2002 is the fourth in a series of major secondary school longitudinal studies sponsored by the Department. Data from this study can be used to examine cognitive growth; high school completion; and postsecondary education choice, access, and persistence. The third follow-up, which is scheduled for 2012, will examine postsecondary education, labor force participation, and family formation at age 26, with emphasis on college persistence and attainment.
- The High School Longitudinal Study of 2009 (HSLS:09) (http://nces.ed.gov/surveys/hsls09/), on which the Department began work in 2007, collected data in the fall of 2009 from students in the 9th grade, a crucial transition year for most students and a critical grade in determining what will happen to them in high school. The second round of data collection will occur at the end of 11th grade in 2012, when most of the students will be completing their junior year. The data collection schedule will allow researchers and policymakers to learn if and how 9th graders' plans are linked to students' subsequent behavior, from course-taking to postsecondary choices, and how these plans evolve over time. In subsequent waves of data collection, the sample members will be followed into college and beyond, providing information on transitions from high school and to postsecondary education or work. The study will examine factors that are associated with students' success, with a special focus on mathematics and science, curricular coverage, teacher effects, and at-risk students.

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Postsecondary and Adult Education

The Postsecondary and Adult Education program, which provides comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult education, would receive approximately \$33.7 million in 2012, an increase of \$7.2 million, which primarily would be used to collect information on sub-baccalaureate education and training for adults. Key surveys include:

- The Integrated Postsecondary Education Data System (IPEDS) (http://nces.ed.gov/ipeds/) is a comprehensive collection system for postsecondary institutions, including all Title IV institutions. Components of the survey include institutional characteristics, fall enrollment, completions, salaries, finance (including current fund revenues by source; current fund expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, and staff. Policymakers and researchers at the Federal, State, and local levels, as well as the media, use information from IPEDS. Students and families make extensive use of IPEDS data to assist them in college choice through the NCES College Navigator website. IPEDS retention and graduation rate data are used for performance measurement for a number of the Department's postsecondary education programs, and its data on tuition trends and net price provide important information to key policymakers. IPEDS is conducted annually, although not all data are collected every year. All IPEDS data are available via the Web through the IPEDS Data Center, a suite of online data tools.
- The National Postsecondary Student Aid Survey (NPSAS) (http://nces.ed.gov/surveys/npsas/) is a comprehensive study conducted approximately every 4 years that examines how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduate, graduate, and first-professional degree students, including students attending public and private less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Students who receive financial aid as well as those who do not receive financial aid participate in NPSAS. The survey provides information on one of the most important issues facing postsecondary education today: tuition increases and their relationship to future enrollment and financial aid.
- The Beginning Postsecondary Student Longitudinal Survey (BPS) (http://nces.ed.gov/surveys/bps/) provides information on the progress of postsecondary students, following first-time postsecondary students through their postsecondary education and into the labor force. The third BPS cohort is based on the 2004 NPSAS, which collected information on students in 2006 and 2009, and will do so again in 2011.
- The Baccalaureate and Beyond Survey (B&B)(http://nces.ed.gov/surveys/b&b/) follows students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys who are identified as being in their last year of undergraduate studies are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education, and employment experiences after graduation. The survey was conducted in 2009 with a sample of 2008 bachelor's degree recipients from public and private postsecondary institutions and will follow the students over time, with the next data collection scheduled for 2012.

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- The Adult Education and Training Study will collect information on sub-baccalaureate education and training for adults and at the request level would receive approximately \$7 million in 2012. NCES traditionally has only collected data on postsecondary certificates and degrees awarded through credit-bearing instruction in traditional institutions of higher education that participate in Title IV Federal student aid programs. These comprise only a portion of sub-baccalaureate education and training. The ultimate goal is to develop the methodology to allow collection of valid information on all postsecondary certificates and training, not just on those that are offered by institutions of higher education. The study will begin with a pilot test in fiscal year 2011 that will examine the accuracy and validity of measures developed to provide information on education certificates and industry-recognized certifications.
- The Survey of Earned Doctorates in the United States (http://www.nsf.gov/statistics/) has collected basic statistics from the universe of doctoral recipients in the United States each year since the 1920's. It is conducted by the National Science Foundation (NSF) and is supported by NCES, as well as several other Federal agencies, including the NSF, the National Endowment for the Humanities, the U.S. Department of Agriculture, the National Institutes of Health, and the National Aeronautics and Space Administration.

International Studies

The *International Studies* program (http://nces.ed.gov/surveys/international/) provides insights into the educational practices and outcomes of the United States by allowing comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth. The activities of the NCES International Studies program are a vital component of the Department's strategy for providing an up-to-date knowledge base to support education reform. The international studies would receive approximately \$16.3 million in 2012. Surveys and activities include:

- The *Trends in International Mathematics and Science Study* (TIMSS), which is sponsored by the International Association for the Evaluation of Educational Achievement, is a study of 4th and 8th grade students' mathematics and science achievement in the United States and other participating nations across time. The study is conducted every 4 years, with the last data collection in the spring of 2007 and the next collection scheduled for 2011. Prior collections were in 1995 and 2003 for fourth-graders, and in 1995, 1999, and 2003 for 8th-graders. The study has gained the attention of educators, policymakers, and the public and has stirred interest in improving middle school mathematics learning and achievement. Fiscal year 2012 funds will pay for the analysis and reporting of the 2011 TIMSS, including support for the equating study between the 8th grade mathematics assessments in TIMSS and the National Assessment of Educational Progress (NAEP). This study was begun in response to growing interest in benchmarking State-level student performance to the performance of students in other countries and will allow States to compare the math achievement of their students to that of countries that are economic competitors.
- The *Program for International Student Assessment* (PISA), which is sponsored by the Organisation for Economic Cooperation and Development (OECD), is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. While some elements covered

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by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of a defined body of school-based learning to include the knowledge and skills acquired outside of school. The survey had a special focus on reading literacy in 2000, on mathematical literacy in 2003, and on scientific literacy in 2006. This cycle is being repeated in 2009, 2012, and 2015.

- The Progress in International Reading Literacy Study (PIRLS) assesses the reading literacy
 of 4th-graders and the experiences they had at home and school in learning to read. PIRLS
 was first conducted in 2001, was next conducted in the spring of 2006, and is scheduled to
 be conducted every 5 years thereafter. Fiscal year 2012 funds would pay for analysis and
 reporting of the 2011 data collection.
- The Program for the International Assessment of Adult Competencies (PIAAC) will measure adult skills and competencies in the United States, and will provide comparable information from other countries to enable the United States to benchmark its adult skills and abilities relative to those in other economically advanced countries that represent our competitors and trading partners. The central purpose of PIACC is to measure the extent to which Americans possess literacy, numeracy, and computer-based problem-solving skills that enable them to function successfully and compete in an international marketplace increasingly based on technology and information. This assessment will provide crucial information for the crafting of legislation and policies designed to ensure the continued competitiveness of the American economy. Fiscal year 2012 funds will support data analysis and reporting of the 2011 assessment.
- The Indicators of National Education Systems Project (INES) is a cooperative project among member countries of the OECD to develop an education indicator reporting system. The goal is to improve the comparability of education data across OECD countries and to develop, collect, and report on a key set of indicators of the condition of education in these countries. The set of indicators includes measures of student enrollment and achievement, labor force participation, school and school system features, and costs and resources. The primary vehicle for reporting on these indicators is an OECD report entitled Education at a Glance. The United States plays an active role through participation in OECD working groups formulating and reviewing indicators for the report.

Cross-cutting Surveys and Other Activities

The Cross-cutting Surveys and Other Activities category would receive approximately \$17.4 million in 2012. Activities receiving funding in 2012 would include:

- The National Household Education Survey (NHES) (http://nces.ed.gov/nhes/) is designed to provide descriptive data on a wide range of education-related issues. Funding in 2012 will be used to support preparation for future collections, which are likely to examine parent and family involvement in education and the participation of preschool children in nonparental education and care arrangements. These content areas have been a focus of NHES since its first collection in 1991, which allows for examination of changes over time.
- NCES's *Library Program* (http://nces.ed.gov/surveys/libraries/) collects academic library statistics on a 2-year cycle from approximately 3,700 postsecondary institutions and collects

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information on public elementary and secondary school media centers as part of SASS, which is scheduled to be collected every 4 years.

- The analysis and publication program features the annual production of three major statistical compilations of critical education indicators (The Condition of Education, the Digest of Education Statistics, and Projections of Education Statistics) as well as short-format statistical briefs on emerging issues in education.
- A standards and methodology program provides methodological and statistical support to NCES, as well as to Federal and non-Federal organizations that engage in statistical work in support of NCES's mission. Activities include developing standards that ensure the quality of statistical surveys, analyses, and products; coordinating the review of NCES products; and coordinating revisions to the NCES Statistical Standards.
- Special studies improve the quality and utility of assessments, including activities that
 include enhancements of survey methodology, assessment development, data analysis, and
 dissemination, as well as quality control procedures for NCES products.
- A training program provides technical training for researchers who use NCES data as well
 as non-technical information sessions for other users.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
Elementary and Secondary Education	\$27,157	\$25,786	\$26,014
Elementary and Secondary Longitudinal Studies	25,854	22,340	23,540
Postsecondary and Adult Education	27,940	26,500	33,700
International Studies	13,214	16,775	16,347
Cross-cutting Surveys and Activities	14,356	17,120	17,420
Total	108,521	108,521	117,021

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals and objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in 2012 and future years, and the resources and efforts invested by those served by the program.

NCES uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. Specifically, NCES collects data from a random sample of visitors to the NCES website, who receive a "pop-up box" asking them to complete an online survey. NCES has set the target for each of the measures at 90 percent of customers reporting that they are satisfied or very satisfied.

Statistics

Goal: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.

Objective: Provide timely and useful data that are relevant to policy and educational improvement.

Measure: The percentage of customer respondents satisfied or very satisfied with the following							
aspects of	NCES data files						
	Ease of Un	derstanding	Time	Timeliness		Relevance	
Year	Target	Actual	Target	Actual	Target	Actual	
2007	90	89	90	84	90	94	
2008	90	87	90	83	90	94	
2009	90	87	90	84	90	92	
2010	90	90	90	87	90	96	
2011	90		90		90		
2012	90		90		90		

Additional information: The 2010 NCES customer survey showed most users (90 percent) were satisfied with the ease of understanding of NCES data files. NCES has instituted practices that help ensure the utility of its products. NCES's policy is to solicit advice from providers and users of the data and to include in each contract a requirement for a review panel to monitor the technical and programmatic aspects of collection activities. Prior to the release of data or publications, products must meet rigorous statistical standards and undergo reviews by experts within and outside the Department. Furthermore, NCES has developed a variety of online data analysis tools for many of its data sets. These tools, which allow users to create custom data tables, should increase the utility of the data for many users by allowing them to tailor analyses to their own unique needs.

The survey also showed that a clear majority of users (87 percent), although less than the target figure of 90 percent, were satisfied with the timeliness of NCES data files. NCES strategies for improving the timeliness of data and publications include online data collections that provide respondents with immediate feedback about out-of-range or questionable items, thus reducing the amount of time needed to edit the data and making them available sooner for analysis and reporting. NCES also is releasing products, including data files, on the Web, which makes it easier for most NCES customers to obtain needed information quickly. In addition, IES has established timeliness goals for the release of data from NCES surveys.

The percentage of customers (96 percent) satisfied with the relevance of NCES data files exceeded the target (90 percent). As noted above, NCES has devoted considerable effort to working with researchers, educators, and policymakers to ensure that data meet their needs.

Statistics

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES publications.

	Ease of Understanding		Time	Timeliness		Relevance	
Year	Target	Actual	Target	Actual	Target	Actual	
2007	90	90	90	86	90	94	
2008	90	88	90	86	90	92	
2009	90	90	90	84	90	93	
2010	90	94	90	88	90	97	
2011	90		90		90		
2012	90		90		90		

Additional information: NCES missed its targets for the percentage of customers who found the NCES publications to be timely but exceeded its targets for the percentages who were satisfied with the ease of understanding or the relevance of the publications. NCES's policy is to solicit advice from providers and users to ensure that materials meet their needs, and it has established an efficiency indicator, discussed below, to track the timeliness of the release of information from its surveys.

Measure: The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES services

•			rtesy of NCES staff Timeline oviding services		Ease of finformatinces.ed	ion on
Year	Target	Actual	Target	Actual	Target	Actual
2007	90	96	90	94	90	81
2008	90	91	90	91	90	78
2009	90	94	90	92	90	81
2010	90	95	90	91	90	83
2011	90		90		90	
2012	90		90		90	

Additional information: Most customers were satisfied with the courtesy of the NCES staff providing services (95 percent) and the timeliness of NCES services (91 percent), but only 83 percent of respondents found it easy to find information on the NCES website. While this does represent a small increase from 2009, NCES does not appear to be on track to meet the targets for 2011 and beyond and will continue to work to improve its website design.

A key component of NCES's mission is disseminating statistical information to its constituents. In 2007, NCES added three measures that help assess how well it is fulfilling this part of its mission. These measures—the number of visits to the NCES website; the number of users of the NCES Data Analysis System (an online tool for analyzing NCES data sets); and the number of downloads of NCES reports—will allow the Department to track use of NCES information. Baselines for the three website measures were set in 2008.

Statistics

Measure: The number of web visits to the NCES website (monthly average).				
Year	Target	Actual		
2008	Set a baseline	1,161,507		
2009	1,161,507	1,304,767		
2010	1,161,507	1,516,317		
2011	1,161,507			
2012	1,161,507			

Measure: The number of users of the NCES Data Analysis System (monthly average).				
Year	Target	Actual		
2008	Set a baseline	13,282		
2009	13,282	14,325		
2010	13,282	13,667		
2011	13,282			
2012	13,282			

Measure: The number of downloads of electronic versions of reports (monthly average).				
Year	Target	Actual		
2008	Set a baseline	122,084		
2009	122,084	111,377		
2010	122,084	157,673		
2011	122,084			
2012	122,084			

Additional information: Once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the targets are to maintain the baselines. NCES exceeded the targets in 2010 for all three measures.

In 2008 NCES also began reporting the number of times NCES Statistics program data are cited on the websites of 90 education associations and organizations. This measure provides an additional source of information on use of NCES data.

Measure: The number of times NCES	Statistics program data are cited on	the websites of
90 education associations and organiza	ations.	
Year	Target	Actual
2008	Set a baseline	155
2009	155	95
2010	155	
2011	155	
2012	155	

Additional information: The number of citations decreased from 2008 to 2009, but it is not possible at this point in time to determine whether the decrease is a trend or reflects the timing of the release of high-profile reports. Again, once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the target is to maintain the baseline.

One way in which NCES is attempting to ensure the accuracy of its work is by maintaining high response rates. High response rates help ensure that survey data are representative of the

Statistics

target populations, and NCES has set specific benchmarks for different types of studies (e.g., universe surveys, cross-sectional surveys, and longitudinal studies). When a survey response rate is lower than 85 percent, the NCES statistical standards require that NCES conduct bias analyses to help determine the effect of the low rate on the survey results.

Measure: The percentage of survey data collections with either a response rate of 85 percent or higher or a nonresponse bias analysis and weight adjustments to adjust for bias identified in the nonresponse bias analysis.

Year	Target	Actual
2007		100
2008	100	100
2009	100	100
2010	100	
2011	100	
2012	100	

Additional information: In 2007, NCES released 25 reports that included 45 survey components. The response rates for 80 percent (36 components) were 85 percent or above, and the remaining 20 percent (9 components) had nonresponse bias analysis conducted because their response rates were below 85 percent. In 2008, NCES released 19 reports that included 35 survey components. The response rates for 60 percent (21 components) were 85 percent or above, and the remaining 40 percent (14 components) had nonresponse bias analysis conducted because their response rates were below 85 percent. In 2009, NCES released 19 reports that included 34 survey components. The response rates for 56 percent (19 components) were 85 percent or above, and the remaining 44 percent (15 components) had nonresponse bias analyses conducted because the response rates were below 85 percent. Although the response rates have been declining, the nonresponse bias analyses informed the nonresponse weight adjustments to help ensure published results accurately reflected the target population values.

NCES collects additional customer satisfaction information through the American Customer Satisfaction Index (ACSI) (http://www.theacsi.org/), which provides satisfaction scores based on samples of customers. The measure examines the extent to which respondents would recommend NCES to others and would rely on NCES in the future. The baseline for this measure, 74 percent, was established using 2008 data, and data will be collected every other year.

Efficiency Measures

NCES has adopted two efficiency measures. One of the measures looks at timeliness; the other examines cost per completed case (e.g., respondent).

The first NCES efficiency measure tracks the time it takes to release survey information. Most initial data releases are in *First Look Reports*, which have taken the place of the E.D. TABS publication format. The prescribed format for the *First Look Reports* is shorter reports that take less time to produce and review. The efficiency measure addresses customers' concerns about the data timeliness and helps assess how efficiently NCES garners its resources to ensure that work is completed in a timely manner.

Statistics

In 2005, NCES established the following timeliness goal:

- In 2006, 90 percent of initial releases of data will occur (a) within 18 months of the end of data collection or (b) with an improvement of 2 months over the previous time of initial release of data from that survey program if the 18-month deadline is not attainable in 2006.
- In 2007 through 2010, NCES will reduce by 2 months each year the deadline for initial release, until the final goal of 12 months is reached.

For collections where the release date is determined by an entity other than NCES (e.g., OECD for certain international studies), the release date will be the date the report is released to the other entity.

Measure: The percentage of NCES Statistics program initial releases that either meet the target number of months, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond.

Year	Target	Actual
2007	90	100
2008	90	90
2009	90	100
2010	90	
2011	90	
2012	90	

Additional information: In 2007, NCES exceeded its target, with all 20 initial releases meeting their target release dates. Sixteen of the 20 reports (80 percent) were released in 16 months or less, and the remaining 4 had a reduction of 2 or more months in the time from end of data collection to release when compared to the prior administration of the survey. The range of reduction was 7 to 19.5 months. In 2008, NCES met its target, with 17 of 19 initial releases (89 percent) meeting their target release dates. Fifteen of the 19 reports (79 percent) were released in 14 months or less, and the remaining 2 had a reduction of 2 or more months in the time from end of data collection to release when compared to the prior administration of the survey. The range of reduction was 5 to 14 months. Finally, two reports failed to meet either target; their times to release were 19 and 22 months. In 2009, NCES exceeded its target, with all 19 initial reports released in 12 months or less.

NCES also has adopted a second efficiency measure, which is the average cost per completed case for selected surveys.

Statistics

Measure:	Measure: The average cost per completed case, adjusted for inflation.					
	Fast Respor Syst	•	National Posts Student Aid		Trends in Mat	
Year	Target	Actual	Target	Actual	Target	Actual
2007	rarget	\$159.09	rarget	Actual	\$177.77	\$180.66
2008	\$159.09	\$158.68	\$174.12	\$166.98	NA	•
2009	\$159.09	\$121.69	NA		NA	
2010	\$159.09		NA		NA	
2011	\$159.09		NA		\$177.77	
2012	\$159.09		\$174.12		NA	

Additional information: Baseline data are available for three surveys: the Fast Response Survey System (FRSS), the National Postsecondary Student Aid Study (NPSAS), and the Trends in Mathematics and Science Study (TIMSS). The three collections being monitored were selected because they have alternative modes of operation: the FRSS is a school-based mail survey, NPSAS is administered via the Web with a computer-assisted telephone interview follow-up, and TIMSS is administered in schools. NCES calculates the average cost per completed case by dividing the total survey costs for data collection and processing by the final number of completed cases. The target is no increase from the baseline, which, in 2006 dollars, was \$159.09 per case for the FRSS generic survey (Spring 2006), \$174.12 for the NPSAS Student Component (academic year 2003-04), and \$177.77 for TIMSS (Spring 2003). Data will not be available every year for NPSAS and TIMSS because they are on a 4-year cycle. The FRSS met its target for 2009, with a substantially reduced per case cost over 2007 and 2008, and NPSAS met its 2008 target, but the 2007 TIMSS did not meet its target.

Regional educational laboratories

(Education Sciences Reform Act, section 174)

FY 2012 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$70,650 ²	\$69,650	-\$1,000

¹ The GEPA extension expired September 30, 2009. The program is proposed for authorization in FY 2012 under appropriations language.

PROGRAM DESCRIPTION

The Regional Educational Laboratories (REL) program supports a network of 10 laboratories that serve the needs of their region of the United States by conducting applied research, developing and widely disseminating products and processes based on the best available research findings, and providing training and technical assistance to State educational agencies (SEAs), local educational agencies (LEAs), school boards, and State boards of education to aid their school improvement efforts. The allocation of assistance among the regions is based on the number of local educational agencies and the number of school-age children, as well as the cost of providing services within the geographic area encompassed by the region. The Director of the Institute of Education Sciences (IES) is authorized to enter into 5-year contracts with research organizations, institutions of higher education, or partnerships among such entities or individuals with the demonstrated ability or capacity to carry out these activities. The program is administered by the National Center for Education Evaluation and Regional Assistance.

In response to previous concerns about the quality of some of the products and services provided by laboratories under previous contracts, the Education Sciences Reform Act of 2002 (ESRA) required that IES establish a system for technical and peer review to ensure that applied research activities, research-based reports, and products of the regional educational laboratories are consistent with the rigorous standards applied to all other research grants and contracts administered by IES. IES ensures that all REL reports meet IES standards for scientifically valid research before being published as online reports on the REL website at http://ies.ed.gov/ncee/edlabs. In this way, policymakers and practitioners, the primary users of REL reports, can be assured that these reports have met high standards for scientific quality, meaning that the information in the reports is valid and reliable. More information on the REL standards and the peer review procedures is available on the IES website at: http://ies.ed.gov/ncee/edlabs/peerreview/index.asp.

The ESRA also required that, before awarding REL contracts, IES develop specific objectives and measureable indicators to assess the performance of the RELs, ensure that the educational needs of the region were met, and that the products and services provided by the RELs were

² Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

Regional educational laboratories

based on the latest and best research and proven practices. In early 2006, the Department awarded 5-year contracts to 10 RELs that, in addition to meeting more rigorous standards, required each REL to develop a 5-year plan describing how they identify and serve the needs of their regions. The Administration requested fiscal year 2011 appropriations language to permit the Department to extend these contracts for an additional year to permit the RELs to complete rigorous research studies that are currently underway and to ensure that the new contracts support the Department's efforts to enhance the capacity of States and districts to implement and sustain the education reforms that are critical to improve student outcomes.

Each plan discussed how the REL would respond to training and technical assistance requests, including referrals to the Department's Comprehensive Centers and other technical assistance providers supported by the Department. Where existing research was not available that responded to issues raised during their analyses of the needs of States and districts in their regions, the RELs were able to conduct the following two types of applied research and development projects. Through fast response projects, the RELs conducted studies of up to 1 year in duration using existing data or research to respond to particular issues facing educators and school officials in the region. For issues that required more extensive analysis, the RELs conducted rigorous studies that examined the effects of proposed policies, programs, or practices on academic achievement and related high-priority needs of the region and were designed to provide valid answers. Information on the fast response projects and rigorous studies undertaken by the RELs during the current contract cycle are available on the IES website at: http://ies.ed.gov/ncee/edlabs/.

The RELs also develop and disseminate Technical Briefs and Issues and Answers reports that translate scientific research findings into language that can be understood and applied by classroom teachers, early childhood educators, librarians, parents, policymakers, and others without research backgrounds. These dissemination activities are coordinated with the Education Resources Information Center, the What Works Clearinghouse, and the Department's other technical assistance providers.

In collaboration with the What Works Clearinghouse, the RELs sponsor Bridge Events, which are innovative, interactive forums that bring IES experts on education issues together with education practitioners and policymakers. A calendar with more information about upcoming REL events, including Bridge Events, is available on the IES website at: http://ies.ed.gov/whatsnew/calendar/?tid=14&cid=6&va=1.

IES awarded a contract to evaluate the REL program in 2009. The evaluation is examining (a) how well the RELs respond to the needs of their regions by providing both short- and long-term research assistance and evidence-based technical assistance and (b) the effectiveness of the program's coordination activities across the RELs. The evaluation is discussed further in the Program Performance Information section of this request.

Regional educational laboratories

Funding levels for the past 5 fiscal years were:

(\$000s)	
007 \$65,470	 2007
00865,569	 2008
00967,569	 2009
010 70,650	 2010
011 CR	

FY 2012 BUDGET REQUEST

The Administration requests \$69.65 million in 2012, a decrease of \$1.0 million from the 2011 annualized CR level, for the Regional Educational Laboratories (REL) program. The REL program serves as a necessary bridge between the research community and State and local educational agencies by providing expert advice, including training and technical assistance, to bring the latest and best research and proven practices into school improvement efforts. The Department plans to hold a competition for new 5-year contracts to administer the RELs that will be awarded in December 2011.

Beginning in September 2009, the IES Director asked State and district officials, researchers, and practitioners for feedback on the RELs and for their help in determining what was working, what needed to be improved, and what kind of resources and services educators most needed from the RELs. The Department's plans for the new REL contracts continue to emphasize the need for conducting and disseminating rigorous research, while also addressing stakeholder concerns and ensuring that REL activities are aligned with other Federal education investments and initiatives.

In this competition, the Department will emphasize the need for RELs to provide technical assistance on performing data analysis functions, evaluating programs, and using data from State longitudinal data systems for research and evaluation that addresses important issues of policy and practice. Over the last 10 years, Federal, State, and local entities have made significant investments in the development and implementation of longitudinal data systems. These data systems are a vital tool for tracking the effects of changes in policies and practices, but data are only valuable to the extent that they are used. A priority for the new contracts will be to build the capacity of education policymakers, practitioners, and State and district administrators to become informed users and producers of high quality data, with the ultimate goal of informing their efforts to improve schools and raise student achievement.

During the next contract cycle, RELs will assume a unique role among the Department's various technical assistance providers by helping States and districts identify situations in which data can be used to influence education outcomes and then assisting the agencies to use the longitudinal data systems. By emphasizing technical assistance on how to analyze and interpret data rather than how to implement programs, the Department will ensure that the activities of the RELs under the new contracts do not duplicate the activities of the Comprehensive Centers and other Federal education technical assistance providers. By distinguishing the missions of technical assistance providers more clearly, the Department hopes to ensure that Federal resources are used more efficiently and that education

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practitioners and policymakers know where to turn for the assistance they need on particular tasks or topics.

Under the new contracts, RELs will form partnerships with educators, researchers, and nonprofits and other organizations working on education issues, with the goal of developing State and district capacity on research and evaluation. The RELs will facilitate close cross-district and cross-State partnerships among researchers, practitioners, and policymakers around common education questions and problems and then work with these groups to conceptualize, plan, and use data in applied research and evaluation to inform program and policy decisionmaking. These partnerships will enhance the impact of REL activities and ensure that these activities can be sustained at the State and district levels without ongoing REL support. Among the services the RELs will be encouraged to provide under the new contracts are guides to the longitudinal data systems for the States in their regions, workshops on analyzing data using those systems, or reports describing the results of analyses that pinpoint educational problems or identify practical solutions to those problems.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	2011 CR	<u>2012</u>
Northeastern Region	\$8,940	\$8,940	tbd
Mid-Atlantic Region	7,110	7,110	tbd
Southeastern Region	7,901	7,901	tbd
Appalachian Region	5,608	5,608	tbd
Midwestern Region	8,365	8,365	tbd
Central Region	5,517	5,517	tbd
Southwestern Region	7,957	7,957	tbd
Western Region	8,680	8,680	tbd
Northwestern Region	5,216	5,216	tbd
Pacific Basin Region	4,356	4,356	tbd
Evaluation	1,000	0	0
Unallocated	0	1,000	0
Total, Regional educational laboratories	70,650	70,650	\$69,650

Note: 2011 CR amounts are estimates. New contracts will be awarded for 2012.

PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established standards for the REL program. IES awarded the first contracts subject to these requirements in early 2006 and the new contracts for the administration of the RELs beginning in fiscal year 2012 will continue to reflect those standards. IES is also establishing new program performance indicators that will be used to assess the performance of the RELs. These indicators will include production targets (e.g., the number of technical assistance or applied research reports that meet IES standards) as well as customer satisfaction measures that will gauge the extent to which the RELs are meeting the needs of the States, districts, and other stakeholders in their regions.

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In developing new performance indicators and measurement approaches for the RELs, IES will draw upon the work of the independent evaluation of the program, begun in 2009. The evaluation is examining the quality, relevance, and utility of REL products. An interim report, scheduled for publication in spring 2011, will address the technical quality and relevance of the fast response reports produced by each of the RELs, the alignment of each REL's work with the needs of its region, and the extent to which the RELs collaborated and coordinated technical assistance services with the other RELs and with other technical assistance providers supported by the Department. The interim report's findings will be based on interviews with REL directors and staff about their projects and activities and reviews of REL products by an outside panel of content and methodological experts.

A final report is scheduled to be completed by spring 2012. This report will assess the technical quality of the rigorous applied research studies conducted by the RELs using expert panels similar to those conducting reviews of the fast response reports. The final report will also include an analysis of information collected through survey of REL customers about their satisfaction with REL products and activities.

As of October 2010, the RELs have issued 4 intervention reports, 16 Technical Briefs, and 83 Issues and Answers reports. By the end of the sixth year extension of the contracts, IES expects that the RELS will complete an additional 21 intervention studies and issue reports on these studies and issue 50 additional Technical Briefs and Issues and Answers reports. In addition, the RELs have conducted 71 Bridge Events, with an additional 30 Bridge Events expected by the end of the sixth year extension period. The evaluation will provide additional information on the extent to which these products met IES standards and addressed the needs of the States and districts served by these RELs.

Assessment

(National Assessment of Educational Progress Authorization Act)

FY 2012 Authorization (\$000s): 0 1

Budget Authority (\$000s):

	<u>inge</u>
National Assessment of Educational Progress \$130,121 2 \$135,121 +\$5,0 National Assessment Governing Board $\frac{8,723}{138,844}$ $\frac{2}{143,844}$ $\frac{8,723}{5,0}$	000,

¹ The GEPA extension expired September 30, 2009. The program is proposed for authorization in FY 2012 under appropriations language.

PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what American students know and can do. Also known as *The Nation's Report Card*, NAEP collects and analyzes data on, measures, and reports on the status of and trends in student learning over time, subject-by-subject. By making objective information on student performance available to policymakers, educators, parents, and others, NAEP has become an integral part of the Nation's measurement of educational progress.

Assessment frequency is specified in the authorizing statute. The Commissioner for Education Statistics must conduct:

- National reading and mathematics assessments in public and private schools at grades 4 and 8 at least once every 2 years;
- National grade 12 reading and mathematics assessments in public and private schools on a regular schedule; and
- Biennial State assessments of student achievement in reading and mathematics in grades 4 and 8.

If time and resources allow, the Commissioner may conduct additional national and State assessments in grades 4, 8, and 12 in public and private schools at regularly scheduled intervals in additional subject matters, including writing, science, history, geography, civics, economics, foreign languages, and arts; may conduct grade 12 State reading and mathematics assessments; and may conduct long-term trend assessments of academic achievement at ages 9, 13, and 17 in reading and mathematics. Whenever feasible, information must be collected and reported by race, ethnicity, socioeconomic status, gender, disability, and limited-English proficiency. The NAEP schedule is publicly available at http://www.nagb.org/.

² Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

Assessment

The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP. NAGB is composed of 25 voting members including Governors, State legislators, chief State school officers, a superintendent, State and local board of education members, testing and measurement experts, a representative of business or industry, curriculum specialists, principals, classroom teachers, and parents. The Director of the Institute of Education Sciences serves as an ex officio, nonvoting member of the Board. Using a national consensus approach, NAGB develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The Assessment budget supports the following major program components:

- National NAEP. The main NAEP assessments report results for the Nation and are
 designed to follow the curriculum frameworks developed by NAGB. They periodically
 measure student achievement in reading, mathematics, science, writing, U.S. history, civics,
 geography, and other subjects;
- Grade 4 and 8 State NAEP. State assessments address the needs of State-level
 policymakers for reliable data concerning student achievement in their States in reading,
 mathematics, science, and writing. In 2002, the Department began paying for State
 participation in biennial reading and mathematics assessments in grades 4 and 8. Periodic
 assessments also are administered in science and writing;
- Grade 4 and 8 Trial Urban District Assessment (TUDA). Begun in 2002, the TUDA provides information on student achievement in a small number of urban school districts. Participation is voluntary;
- Long-term NAEP. In its long-term trend program, NAEP administers identical instruments
 from one assessment year to the next, measuring student achievement in reading and
 mathematics. These assessments do not evolve based on changes in curricular or educational practices; and
- Evaluation and validation studies. Congress mandates that the Secretary provide for
 continuing review of the national and State assessments and student performance levels by
 one or more nationally recognized evaluation organizations. NAEP funds also support
 studies to examine critical validity issues involving NAEP design, interpretation, and
 operations.

In order to inform the American public about the performance of the Nation's students, NAEP produces a series of public audience and technical reports. All NAEP reports are available through the Internet (http://nces.ed.gov/nationsreportcard/). In addition, an online data tool (http://nces.ed.gov/nationsreportcard/naepdata/) allows users to create their own data tables with national and State data.

The statute requires biennial State assessments in reading and mathematics in grades 4 and 8 and requires reporting NAEP results, where feasible, by disability and limited-English proficiency as well as by race, ethnicity, socioeconomic status, and gender. The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or instructional practices at the State and local levels, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the statute specifies that nothing in the law shall be construed to

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prescribe the use of NAEP for student promotion or graduation purposes, and that NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable information on students is prohibited, and assessments must not evaluate or assess personal or family beliefs or attitudes.

The statute ensures the Department's ability to maintain test integrity by allowing the Statistics Commissioner to decline to release cognitive test items that will be used in future assessments for 10 years (and longer if important to protect long-term trend data) while continuing to provide for public access to assessment materials in secure settings. The statute requires that the public be notified about such access; requires that access be provided within 45 days in a mutually convenient setting; and establishes procedures for receiving, reviewing, and reporting complaints. The law provides criminal penalties for unauthorized release of assessment instruments.

The statute also mandates that participation is voluntary for students and schools, as well as for local educational agencies. Each participating State must give permission for the release of the results of its State assessment. However, under Title I of ESEA, each State participating in the Title I program must develop a State plan that demonstrates, among other things, that the State has developed high quality assessments that will be used to determine student progress (ESEA, Title I, Part A, Section 1111). In addition, each State, in its plan, had to agree to participate in the biennial grades 4 and 8 reading and mathematics NAEP assessments beginning in the 2002-2003 school year, if the Secretary paid for the costs of participation. Any State with an approved plan under section 1111 is deemed to have given its permission for the release of its grades 4 and 8 reading and mathematics NAEP data.

Funding levels for both NAEP and NAGB for the past 5 fiscal years were:

	(\$000s)
2007	\$93,149
2008	104,053
2009	138,844
2010	138,844
2011	138,844

FY 2012 BUDGET REQUEST

The Administration requests \$144.028 million for Assessment in 2012, an increase of \$5 million from the 2011 CR level. Of this amount, \$135.121 million would provide support for the National Assessment of Educational Progress (NAEP) program and \$8.723 million would support the National Assessment Governing Board (NAGB). NAGB is responsible for formulating policy for NAEP and develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The NAEP State-level assessments are held every other year, meaning that costs are considerably higher in some years and lower in others. The Administration is requesting that these funds remain available for 2 years. Extending the availability of funds for an additional year allows the Department the flexibility it needs to fund the assessments.

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NAEP funds for a particular fiscal year provide support for the analysis and reporting of assessments conducted in prior fiscal years, the administration of current year assessments, and preparation for future assessments. The current plans are to use the 2012 funds for:

- Administration of a 2012 grade 12 economics assessment and a long-term trend assessment that follows the progress of reading and mathematics achievement for the Nation's 9-, 13-, and 17-year-old students.
- Preparation for the 2013 national and State reading and math assessments at grades 4, 8, and 12. State participation in 12th grade NAEP is voluntary, with 11 States participating in 2009. In addition, the 2013 assessments will once again include data for certain large urban districts. In 2009, 18 districts participated in mathematics, reading, and science, and 21 districts plan to participate in 2011.
- Preparation for a national writing assessment at grade 4. The plan is for the assessment to be, for the first time for grade 4 writing, computer-administered.
- Analysis and reporting of assessments conducted prior to 2012, including the 2011 national and State assessments.
- Preparation for 2014 assessments in U.S. history, civics, and geography and a 2014 technology and engineering literacy assessment at grade 8.
- Any remaining costs of an equating study between the 2011 NAEP and The International Mathematics and Science Study (TIMSS) that will allow States to compare their students' 8th grade mathematics achievement to that of students in other countries.

In addition, 2012 funds would provide support for a special study on what NAEP score gains mean. Currently, we do not know how to interpret a given change in NAEP score in terms of learning or policy relevance. This special study will provide critical information on how to interpret score differences of different sizes across subjects and grades, improving the usefulness of NAEP for decisionmaking.

The requested funding for NAGB would allow it to carry out its policy-setting responsibilities for NAEP, including selecting subject areas to be assessed; developing student achievement levels for each grade and subject tested; taking appropriate actions to improve the form, content, use, and reporting of NAEP; developing test objectives and specifications for assessments in each subject; handling the initial public release of NAEP reports; ensuring that all NAEP materials are free from racial, cultural, gender, and regional bias and are secular, neutral, and non-ideological; developing and implementing procedures for the review of NAEP methodology, content, frameworks, reporting, and dissemination; and reviewing complaints about NAEP submitted by parents and other members of the public and determining whether revisions to NAEP are necessary and appropriate. NAGB conducts special studies to inform NAEP; current work has included research on how NAEP can measure the academic preparedness of 12th graders for postsecondary education and training.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2010</u>	<u>2011 CR</u>	<u>2012</u>
NAEP NAGB Total, Assessment	\$130,121 <u>8,723</u> 138,844	\$130,121 <u>8,723</u> 138,844	\$135,121 <u>8,723</u> 143,844
Number of full-time equivalent permanent personnel associated with NAGB	13	14	14

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2012 and future years, and the resources and efforts invested by those served by this program.

Since 2006, NCES has used an online survey of a random sample of visitors to the NCES website to assess customer satisfaction with products and services. Data are reported for the Statistics and Assessment programs as a whole and are presented in the Statistics justification.

Three additional measures—the number of visits to the NAEP website, the number of users of the NAEP Data Explorer (an online tool for analyzing NAEP data sets), and the number of downloads of NAEP reports—allow the Department to track use of NAEP information.

Measure: Number of web visits to the NAEP website, monthly average.				
Year	Target	Actual		
2008	Establish baseline	66,464		
2009	66,464	75,208		
2010	66,464	88,296		
2011	66,464			
2012	66,464			

Measure: Number of users of the NAEP Data Explorer data tool, monthly average.				
Year	Target	Actual		
2008	Establish baseline	7,063		
2009	7,063	8,266		
2010	7,063	6,810		
2011	7,063			
2012	7,063			

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Measure : Number of downloads of electronic versions of NAEP reports, monthly average.				
Year	Target	Actual		
2008	Establish baseline	11,702		
2009	11,702	13,195		
2010	11,702	15,986		
2011	11,702			
2012	11,702			

Additional information: The Department established baselines for these measures in 2008. Once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the targets are to maintain the baselines. NCES exceeded the targets in 2009, with usage increasing in all three areas. In 2010, NCES exceeded the baselines for the number of website visits and downloads of reports, but did not meet the baseline for the number of users of the NAEP Data Explorer data tool.

In 2008, NCES also began reporting the number of times NAEP data are cited on the websites of 90 education associations and organizations. This measure provides an additional source of information on use of NAEP.

Measure: Number of times NAEP data are cited on the websites of 90 education associations and				
organizations.				
Year	Target	Actual		
2008	Establish baseline	41		
2009	41	16		
2010	41			
2011 41				
2012	41			

Additional information: In 2008, NAEP data were cited on 41 of the 90 websites examined, but in 2009 only 16 of the websites cited NAEP data. Again, once the Department has collected several years of data, staff will examine the data to determine appropriate targets for outyears. Until then, the target is to maintain the baseline. Staff are examining possible reasons for the decline from 2008 and 2009; one possibility is that the timing of the release of key reports may influence the yearly results.

In addition to the existing customer satisfaction measures, NCES collects customer service information through the American Customer Satisfaction Index (ACSI) (http://www.theacsi.org/), which provides satisfaction scores based on samples of customers. The new measure tracks the extent to which respondents would recommend the Nation's Report Card to others and would rely on the Nation's Report Card in the future. The baseline for this measure, which showed that 81 percent of respondents would recommend the Nation's Report Card to others and would rely on it in the future, was established using data for 2008, and data will be collected every other year.

Efficiency Measures

In 2003, NCES added an indicator on timeliness for the Assessment program that measures the actual time from the end of data collection to release of the initial national reading and

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mathematics assessments. The goal is to ensure that NAEP results are available within 6 months of each reading and mathematics assessment, and the measure is an indication of how efficiently the Department is providing information to the public.

Goal: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.

Objective: Timeliness of National NAEP data for Reading and Mathematics Assessments.

Measure: Number of months from end of data collection to initial release of results.			
Year	Target	Actual	
2005	6	6	
2007	6	5.25	
2009	6	8.15	
2011	6		

Additional information: In 2005, the national reading and mathematics results were released 6 months after the end of data collection, which met the goal; and in 2007, results were released in only 5.25 months, which exceeded the goal. The 2009 mathematics results were released within the 6 month timeline, but the reading assessment was released in just over 10.5 months. However, the 2009 reading assessment used new frameworks, and any year with new frameworks requires additional work to analyze the results (e.g., conducting trend studies and having achievement levels set by NAGB) and produce the final reports. NCES believes that it would be appropriate to exempt assessments with new frameworks from the efficiency measure calculations.

For NAEP, where the timing of the public release is determined by NAGB, the time to completion used to assess progress towards this goal is the time from the receipt of completed assessment materials from the field to the time the report is submitted to NAGB, not the time when NAGB releases the data to the public. The 2009 assessment was administered in the winter of 2009 (January through March), assessment materials were received until March 30, 2009, and the public release dates for the reports were October 14, 2009, for mathematics and March 24, 2010, for reading. NCES submitted the mathematics report to NAGB on September 24, 2009, and the reading report on February 22, 2010.

In 2007, IES established two additional timeliness goals for NAEP:

Measure : The percentage of NAEP reports on State-level 4 th grade and 8 th grade (and 12 th grade if				
implemented) reading and mathematics assessments ready for release by the National Assessment				
Governing Board within 6 months of the end of data collection.				
Year	Target	Actual		
2007		100		
2009	100	33		
2011	100			

Assessment

Measure: The percentage of NAEP initial releases, excluding national and State reading and mathematics assessments, which are reported as separate measures, that either meet the target number of months from the end of data collection to release of the report, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond.

10 111011110 111 2001, 1 1 1110111110 111 2000, 4114 12 1110111110 111 2000 4114 20,01141		
Year	Target	Actual
2007		80
2008	80	100
2009	80	
2010	85	
2011	85	
2012	85	

Additional information: The data show that NCES is not meeting its goal of releasing State reports to NAGB within 6 months (for State reading and mathematics assessments) and will not meet its 12 month timeline for other initial releases. (See the explanation above on how NCES calculates the release dates. The 2009 data point for the percentage of other releases will be calculated once all reports are released.) However, a closer analysis of the data shows that the delays were primarily due to the use of new frameworks. Specifically:

- NCES released the 2009 State grade 4 and 8 mathematics results to NAGB within 6 months, but not the grade 4 and 8 reading results or the grade 12 results for both reading and mathematics. The assessments that did not meet the 12 month timeline all had new frameworks.
- NCES released the 2009 grade 4 and 8 mathematics results for the large urban districts participating in the trial urban district assessment (TUDA) in approximately 8 months, well within the 12 month target, and produced the reading TUDA data in just over 12 months. The 2009 national, State, and TUDA science assessments, which also had new frameworks, have not yet been released; NCES anticipates releasing the results to NAGB in November and December of 2010. (NAGB adopted achievement levels for science in August 2010, and NCES cannot complete the reports until the achievement levels have been set.) The final 2009 activity, the High School Transcript Study, is expected to be released in January 2011, approximately 12 months after the end of data collection.

As noted above, NCES believes that assessments with new frameworks cannot be held to the same timelines as the other assessments, which require less analysis prior to release.

NCES also is examining the average cost per completed case (respondent) for the assessments.

Measure: After adjustment for inflation, the average cost per completed case for the assessments (in 2006 dollars).		
Year	Target	Actual
2007		\$79.68
2009	\$79.68	\$81.79
2011	\$79.68	

Assessment

Additional information: NCES established a baseline of \$79.68 in 2007, and set the outyear targets at this level. NCES did not meet the target in 2009.

Other Performance Information

The Department completed an evaluation of NAEP in 2009 (http://www.informaworld.com/smpp/title~db=all~content=g915933415) that provides information on key aspects of the assessment. The study found that the assessment is well-run and of high quality, but it did identify possible areas for improvement, including that the NAEP program should specify the intended uses of NAEP, identify unintended uses, and develop a validity research agenda around current and proposed uses. The study also recommended that technical documentation should be released at the same time as assessment results. In response to concerns regarding an organized program of validation research, NCES has identified staff who will be focused on research and development and has created a steering committee that is responsible for identifying emerging issues and making recommendations for a NAEP research and development agenda. In addition, NCES has established a Technical Documentation Web Site (http://nces.ed.gov/nationsreportcard/tdw/) that will provide easy access to assessment documentation and anticipates that by the end of 2010 it will be current through 2009.

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(Education Sciences Reform Act of 2002, Part E)

FY 2012 Authorization (\$000s): Indefinite¹

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$71,085 ²	\$58,085	-\$13,000

(#AAAA)

PROGRAM DESCRIPTION

The Research in Special Education program supports research to address gaps in scientific knowledge in order to improve special education and early intervention services and results for infants, toddlers, and children with disabilities. The National Center for Special Education Research (NCSER), established within the Institute of Education Sciences (IES) in 2005, conducts sustained programs of scientifically rigorous research that focus on developmental outcomes for infants and toddlers with disabilities; school readiness; achievement in core academic content (reading, writing, mathematics, science); behaviors that support learning in academic contexts for students with disabilities or at risk for disabilities; and functional skills that improve education outcomes and transitions to employment, independent living, and postsecondary education.

Funding levels for the past 5 fiscal years were:

	(\$000\$)
2007	\$71,840
2008	70,585
2009	70,585
2010	71,085
2011 CR	71,085

FY 2012 BUDGET REQUEST

The Administration requests \$58.1 million for special education research in fiscal year 2012, a decrease of \$13.0 million from the 2011 annualized CR level. As in general education, the gaps in scientific knowledge about the development and education of persons with disabilities are significant. However, the capacity of the field to conduct rigorous and relevant research on topics specific to the education of individuals with disabilities is still developing. Since fiscal year 2008, IES has awarded and fully funded the out-year costs for all special education research grant applications that met high standards for quality and still carried over between

¹ The GEPA extension expires September 30, 2011. The program is proposed for authorization in FY 2012 under appropriations language.

² Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

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\$6.8 and \$8.9 million to the next fiscal year. The requested funds would be sufficient to increase our investment in high-quality research on special education by funding all research grant applications that meet IES research quality standards.

In order to provide the flexibility the Institute of Education Sciences (IES) needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years. In order to stimulate competition and better serve the field, IES holds two rounds of competition each fiscal year. This strategy provides increased flexibility to applicants, giving them more time to develop applications and initiate research projects.

IES funds research and research training in special education through three grant programs: Special Education Research Grants, Postdoctoral Research Training in Special Education, and Special Education Research and Development Centers. These grant programs are described below. Under the Special Education Research Grants program, IES invites applications on specific research topics. The level of funding and number of grants in each topic area are based on the quality of the applications received as rated by panels of scientists. The requested funds would support new awards under each of these programs.

Special Education Research Grants. Through the Special Education Research Grants program, IES supports research on topics that are relevant to the needs of students with disabilities, their families, educators, and policymakers, spanning from the early intervention needs of infants and toddlers with disabilities to transition outcomes for students with disabilities leaving programs of secondary education. IES also supports research on instruction for students with disabilities in academic subjects, including reading, writing, and language development and mathematics and science education; as well as research on cognition, behavior, professional development for teachers and related service providers, and special education policy and finance. Through all of its programs, IES supports research to address the needs of individuals with low-incidence, as well as those of individuals with high-incidence, disabilities. For example, IES is supporting several studies of students with moderate intellectual disabilities. Traditionally, if students with moderate intellectual disabilities received any literacy instruction, it was limited to teaching specific sight words deemed important for daily living. People commonly assumed that these students did not have the capacity to learn to read. IES researchers have demonstrated that, with a comprehensive early literacy intervention, students with moderate intellectual disabilities can develop basic word recognition skills (e.g., phonemic awareness, alphabetic decoding) and their improvements on vocabulary and word recognition surpass those of students receiving traditional special education services.

For fiscal year 2012, IES will initiate two important new programs of research on families of children with disabilities and the effective use of technology to improve outcomes for students with disabilities. IES will publish its request for applications for new and continuing programs of research in the early spring on its website. The request for applications for the 2011 special education research grant competition is available on the IES website at: http://ies.ed.gov/funding/pdf/2011_84324A.pdf.

Under each of the topics in the Special Education Research Grants program, IES supports a broad range of research, development, and evaluation activities necessary for building a

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scientific enterprise that can provide solutions to the Nation's special education challenges. Exploratory research is supported to uncover underlying processes and identify promising approaches to test. This research, although at times quite basic, is intended to inform the development of new and more powerful interventions. Development projects to create potent and innovative interventions are needed because there are continuing problems that the Nation has not yet solved (e.g., improving mathematics instruction to enable children with learning disabilities to succeed) and new problems and challenges to overcome (e.g., integrating new technologies into effective classroom instruction). However, research, development and innovation cannot stand alone; rigorous evaluations are needed to test the effect of the interventions on their intended outcomes. Evaluations identify which programs and policies actually produce positive effects on education outcomes, which need more work to become more potent or more robust, and which should be discarded. Finally, IES supports research to develop and validate measurement instruments, which are needed for screening, progress monitoring, and assessment of students with or at-risk for disabilities.

New Programs of Special Education Research for 2012:

- Families with Children with Disabilities. There is a long-standing belief that parent involvement in education and strong family-school partnerships are critical for achieving optimal developmental outcomes and educational success for students with disabilities. Little is known, however, about supporting the involvement of parents of children with disabilities in ways that improve the educational, social, functional, or transition outcomes of children with disabilities. There are few rigorous empirical studies examining the extent to which increased family involvement in a child's education leads to better educational outcomes. IES intends for its research program on families with children with disabilities to support research on improving parents' involvement in their child's education and research on strategies for enabling parents to intervene with their child at home in ways that coordinate with or support interventions delivered to the child at school.
- Technology for Special Education. IES is establishing a research program on
 Technology for Special Education to encourage education technology researchers to
 develop and evaluate innovative approaches to improving (a) reading, writing,
 mathematics, science, social, emotional, and behavioral outcomes for students with or at
 risk for disabilities from kindergarten through high school; (b) developmental outcomes
 for infants, toddlers, and preschoolers with or at-risk for disabilities; (c) the assessment
 of student learning for students with disabilities; and (d) transition outcomes for
 secondary students with disabilities.

Continuing Programs of Special Education Research.

• Early Intervention and Early Learning in Special Education. Almost 1 million infants, toddlers, and young children (birth through 5 years old) receive early intervention or early childhood special education services under the Individuals with Disabilities Education Act (IDEA) annually. Relatively little rigorous research, however, has been conducted to evaluate the impact of early interventions or early childhood special education services for improving child outcomes. Through the Early Intervention and

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Early Learning in Special Education research program, IES supports research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children (from birth through preschool) with disabilities or children at risk for disabilities. Since 2006, IES has awarded 33 grants on this topic, including projects to develop and test screening measures for early identification of children with disabilities; school-based interventions intended to improve language, literacy, or behavioral skills of preschoolers with disabilities; and parent-implemented interventions designed to improve the language skills of young children who have significant developmental disabilities.

- Reading, Writing, and Language Development. Through its research program on Reading, Writing, and Language Development, IES supports research to improve reading, writing, and language outcomes for students with disabilities, or at risk for disabilities, from kindergarten through grade 12. Since 2006, IES has awarded 20 grants on this topic, including projects to develop an interactive computer game to enhance the language skills of deaf and signing children of hearing parents, multi-component interventions intended to improve reading skills of adolescents with reading disabilities, and a test of signed language to assess the language skills of children who are deaf or hard of hearing.
- Mathematics and Science Education. Students with disabilities often lag behind their peers without disabilities in both mathematics and science achievement. For example, in the 2009 NAEP mathematics assessment, 42 percent of fourth grade students with disabilities scored below the basic level compared to 15 percent of fourth grade students without disabilities. Through its Mathematics and Science Education research program in special education, IES supports exploratory research, development and evaluation of curricula and instructional approaches, and development and validation of assessments for children with and at-risk for disabilities from kindergarten through grade 12. Since 2006, IES has awarded 12 grants on this topic.
- Cognition and Student Learning in Special Education. Recent advances in
 understanding learning have come from the cognitive sciences, but these advances
 have not been widely or systematically used in education in general, and in special
 education in particular. IES established the Cognition and Student Learning in Special
 Education research program in 2009 to support research that builds on the knowledge
 gained through the cognitive sciences and applies it to special education practice, with
 the intention of improving developmental outcomes for infants and toddlers with
 disabilities, as well as learning and academic achievement for students with disabilities.
 IES has awarded 4 grants on this topic.
- Social and Behavioral Outcomes to Support Learning. Despite great interest and
 effort among educators, researchers, and parents, the behavior problems of children and
 adolescents in schools continue to be a major source of public concern. Problem
 behaviors, including disruptive classroom behavior, conduct problems, aggression, and
 delinquency, are associated with poor academic achievement, as well as with a lack of
 school connectedness and involvement. Through the Social and Behavioral Outcomes
 to Support Learning program, IES supports research on improving social or behavioral

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outcomes—and concomitantly, improving their academic outcomes—for students with disabilities or at risk for disabilities. Since 2006, IES has awarded 27 grants on this topic. Among these awards are projects to develop and test behavior screening and progress monitoring tools and interventions to improve the social competence of youth with autism spectrum disorders, including a three-dimensional virtual learning environment for use in schools.

- Transition Outcomes for Special Education Secondary Students. According to recent reports from the National Longitudinal Transition Study-2—a study of a nationally representative sample of adolescents across the disability categories—among those individuals who were no longer in school, about 28 percent had dropped out prior to receiving a diploma. In addition, a substantial minority experienced social and behavioral problems (e.g., about 13 percent had been arrested). In the first 2 years after high school, individuals with disabilities were much less likely to be engaged in their community either through postsecondary education, job training, or employment than were individuals without disabilities. Through the Transition Program, IES supports research intended to improve transition outcomes for secondary students with disabilities. Transition outcomes include the behavioral, social, communicative, functional, occupational, and academic skills that enable young adults with disabilities to obtain and hold meaningful employment, live independently, and obtain further training and education (e.g., postsecondary education, vocational education programs). Since 2006. IES has awarded 16 grants on this topic. Among these awards is a technology project to develop life skills tutorials that will be delivered through handheld electronic devices for students with intellectual disabilities or autism and a project to evaluate the efficacy of peer interaction interventions for improving the social and academic skills of secondary students with severe intellectual disabilities.
- Professional Development for Teachers and Related Service Providers. Students with disabilities are provided with instruction from a variety of school personnel, including special education teachers, general education teachers, related service providers, instructional aides, one-on-one aides, student job coaches, and behavior coaches. Through the research program on professional development for teachers and related service providers, IES supports research to develop and evaluate professional development programs intended to improve instruction and, thereby, improve education outcomes for students with disabilities. Since 2006, IES has awarded 14 grants on this topic, including projects to develop professional development programs intended to improve mathematics instruction for students with disabilities, to evaluate the efficacy of interventions designed to improve speech comprehensibility of elementary school students with Down Syndrome, and to develop coaching models for inclusive classrooms designed to help teachers improve their instructional and classroom management practices.
- Special Education Policy, Finance, and Systems. Intervention and education for students with disabilities typically require the coordination of a variety of programs and services. Little rigorous research has examined either causal relationships or indirect associations between student outcomes and various systemic or organizational strategies. Through the Special Education Policy, Finance, and Systems research

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program, IES supports research intended to improve outcomes for students with disabilities by identifying factors, including the organization, management, and operation of systemic processes, procedures, and programs, that may be directly or indirectly linked to student outcomes. Since 2006, IES has awarded 15 grants for research on systems-level practices through this program of research and its previous research programs on Individualized Education Programs and Individualized Family Service Plans, Response to Intervention, and Assessment for Accountability.

• Autism Spectrum Disorders (ASD). According to State-reported data collected by the Department, the prevalence rate of students identified with an ASD has increased dramatically over the last decade. In 2008, approximately 292,818 students between the ages of 6 and 21 were identified with autism, up from 42,517 in 1997 (https://www.ideadata.org/TABLES32ND/AR_1-3.xls). This has placed an extraordinary demand on schools to provide interventions that meet the educational needs of students identified with ASD. Furthermore, few interventions have been implemented or evaluated in a preschool- or school-based setting. Through the ASD research program, IES supports research that examines comprehensive approaches intended to improve developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes of students identified with ASD from preschool to grade 12. Since 2007, IES has awarded 8 grants on this topic.

Postdoctoral Research Training. IES established the Postdoctoral Research Training Program in Special Education to increase the supply of scientists and researchers in special education who are prepared to conduct exploratory research, implement rigorous evaluation studies, develop and evaluate new products and approaches that are grounded in a science of learning, design and validate tests and measures for students in special education, and contribute to the advancement of knowledge and theory in special education. IES has awarded eight grants to establish postdoctoral research training programs focused on special education research. On February 1, 2010, IES invited applications for its fiscal year 2011 competition and the request for applications is available online at: http://ies.ed.gov/funding/pdf/2011_84324B.pdf. IES expects to publish its request for applications for 2012 awards in February 2011.

Special Education Research and Development Centers. IES supports special education research and development centers that are intended to contribute significantly to the solution of special education problems in the United States by engaging in research, development, evaluation, and national leadership activities. Each of the research and development centers conducts a focused program of research in its topic area. As needed, each research and development center conducts additional research and analyses within its broad topic area and provides national leadership in advancing evidence-based practice and policy within its topic area. Unlike education research grants that support a single research study, the research and development center grants support a focused program of research that may include several researchers working on separate studies that are designed to contribute to our understanding of a particular topic. The Education Sciences Reform Act of 2002 provides specific authority for the National Center for Education Research to support national research and education centers, which may include research and development centers focused on research topics of critical importance to special education. IES currently supports three special education national

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research and development centers, including a new research and development center on Improving Understanding of Fractions among Students with Mathematical Learning Difficulties that was awarded in 2010.

On May 17, 2010, IES invited applications for its fiscal year 2011 competition for four Special Education Research and Development Centers: (1) Special Education Research and Development Center on School-Based Interventions for Secondary Students with Autism Spectrum Disorders, (2) Special Education Research and Development Center on Assessment and Accountability, (3) Special Education Research and Development Center on Reading Instruction for Deaf and Hard of Hearing Students, and (4) Special Education Research and Development Center on Working Memory Interventions for Students with Disabilities. Applications for this competition were due on September 16, 2010. The request for applications is available on the IES website at: http://ies.ed.gov/funding/pdf/2011_84324C.pdf. IES expects to publish a request for applications for a 2012 award for a special education research and development center on families with children with emotional and behavioral disorders in February 2011.

PROGRAM OUTPUT MEASURES (\$000s)

Chariel Education Describe Create	<u>2010</u>	2011 CR	<u>2012</u>
Special Education Research Grants Number of new grant awards	33	tbd	tbd
Average new grant award Total new grant awards	\$1,445 ¹ \$47,670 ¹	tbd tbd	tbd tbd
Special Education Research and Development Centers			
Number of new grant awards Total new grant awards	1 \$9,897 ¹	tbd tbd	tbd tbd
Postdoctoral Research Training			
Number of new grant awards Total new grant awards	1 \$654 ¹	tbd tbd	tbd tbd
Subtotal, Grants	\$58,221	tbd	tbd
Contracts			
Small Business Innovation Research	\$938	\$850	\$850
What Works Clearinghouse Logistics and Analytical Support/Other	\$2,500 \$903	\$2,500 \$975	\$2,500 \$900
Peer review of new award applications	\$725	\$1,600	\$1,600
Subtotal, Contracts	\$5,066	\$5,925	\$5,850
Carryover	\$7,798	0	0
Total, Research in special education	\$71,085	\$71,085	\$58,085

Note: The total amount, number, and size of awards in 2011 and 2012 will depend upon the quality of applications

¹ Includes funding to support continuation costs for the remainder of the grants.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2012 and future years, and the resources and efforts invested by those served by the program.

Goal: Transform education into an evidence-based field.

Objective: Raise the quality of research funded or conducted by the Department.

Long-term Measures

Measure: By 2017, at least 15 IES-supported interventions on improving reading, writing, or language outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

Measure: By 2017, at least 12 IES-supported interventions on improving school readiness outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

Measure: By 2017, at least 10 IES-supported interventions on improving behavior outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

Measure: By 2017, at least 125 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in research on special education.

Measure: By 2017, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decision(s) on interventions in reading, writing, language, school readiness, or behavior interventions for special education.

Annual Measures

Measure: The number of IES-supported interventions with evidence of efficacy in improving		
reading, writing, or language outcomes for students with disabilities.		
Year	Target	Actual
2009	1	1
2010	3	3
2011	6	
2012	11	

Research in special education

Measure: The number of IES-supported interventions with evidence of efficacy in improving school readiness outcomes for students with disabilities.		
Year	Target	Actual
2009	1	1
2010	3	3
2011	7	
2012	10	

Measure: The number of IES-supported interventions with evidence of efficacy in improving behavior outcomes for students with disabilities.		
Year	Target	Actual
2009	1	1
2010	3	1
2011	5	
2012	7	

Additional information: For these measures, principal investigators from the What Works Clearinghouse (WWC) review initial reports from IES-supported projects and evaluate them using the WWC published evidence standards to determine whether these findings meet the evidence standards and demonstrate a statistically significant positive effect in improving achievement outcomes for students with disabilities. As shown by WWC reviews of existing research on program effectiveness in reading/writing, few older studies meet the clearinghouse quality standards, and even fewer show statistically significant positive effects. The targets set for this measure were determined by identifying the number of NCSER-funded studies that test the efficacy or effectiveness of interventions designed to improve outcomes of students with disabilities on each of these topics, and taking into account the anticipated time to completion of the studies. Reported numbers are cumulative. IES met its 2010 targets for reading, writing, or language and school readiness outcomes, but did not meet its target for the number of IESsupported interventions with evidence of efficacy in improving behavior outcomes. IES has awarded 27 grants for research on this topic since 2006 and expects that, as more of these grants reach completion, the evidence base on improving behavior outcomes will expand more rapidly.

Measure: The number of individuals who have been or are being trained in IES-funded special education research training programs.		
Year	Target	Actual
2009	6	14
2010	15	21
2011	30	
2012	40	

Additional information: These data are reported by grantees administering research training program reports and confirmed by IES program officers. IES initially set these targets based on the assumption that it would continue to support pre- and post-doctoral doctoral research training programs on special education. IES has decided that further investment in separate

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training research programs on special education topics would be most beneficial at the post-doctoral level but it will continue to expand pre-doctoral research capacity on both general and special education topics through grants administered under the Research, Development, and Dissemination program. For this reason, targets for 2011 and 2012 have been reduced from 45 and 85 to 30 and 40, respectively, based on the current number of training programs supported, and the number of fellows these grantees propose to support each year. Given the number of training programs funded to date, IES believes that the rate of increase in the number of trainees is ambitious but attainable.

Efficiency Measures

Measure: The average number of research grants administered per each program officer employed in the National Center for Special Education Research.		
Year	Target	Actual
2009	20	24
2010	22	36
2011	25	
2012	28	

Assessment of progress: IES' principal efficiency measure is the ratio of research staff to research grants. These data will be collected from the official grant files for the National Center for Special Education Research.

Statewide data systems

(Educational Technical Assistance Act, Section 208)

FY 2012 Authorization (\$000s): 0 1

Budget Authority (\$000s):

2011 CR	<u>2012</u>	<u>Change</u>
\$58,250 ²	\$100,000	+\$41,750

¹ The GEPA extension expired September 30, 2009. The program is proposed for authorization in FY 2012 under appropriations language.

PROGRAM DESCRIPTION

Section 208 of the Educational Technical Assistance Act authorizes the Secretary to make competitive grants to State educational agencies (SEAs) to enable them to design, develop, and implement Statewide longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use student data, consistent with the Elementary and Secondary Education Act (ESEA) of 1965. The goals of the program are to improve data quality, promote linkages across States, promote the generation and accurate and timely use of data for reporting and improving student achievement, and facilitate research to improve student achievement and close achievement gaps.

The grants are expected to help SEAs develop, expand, or improve data systems, and may support necessary training, technical assistance, and other activities to promote effective use of data. Funds must supplement, not supplant, other State or local funds used for developing State data systems and may not be used to support ongoing implementation and maintenance of such systems. The Statewide longitudinal data systems developed with grant funds must be capable of meeting the reporting requirements of ED Facts, the Common Core of Data, and reporting requirements under the ESEA. States are encouraged to develop systems that can be used by State and local administrators to improve the quality of education. Grants are awarded competitively, based on the technical quality of the proposals.

The Institute of Education Sciences (IES) convened a team of experts to design the program and plan the 2005 competition so that it would accomplish the goals set out in the statute and in the conference report accompanying the 2005 appropriations bill. The conference report specified that Congress expected the Department to develop and implement the program so that it served the key goals of generating and using accurate and timely data to facilitate research needed to improve student achievement, eliminate achievement gaps, and comply with and meet reporting requirements of the ESEA, as stated in section 208(c) of the Education Technical Assistance Act. IES awarded the first grants, to 14 States, in November 2005; the second competition was conducted in fiscal year 2007 and resulted in 13 new awards. The third

² Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

Statewide data systems

competition made awards to 27 States in the spring of 2009. The American Recovery and Reinvestment Act of 2009 (the Recovery Act) provided an additional \$250 million for the program, which was used for 2010 grant awards to 20 States. After all four competitions for funding, 41 States and the District of Columbia have received at least one SLDS grant. Sixteen States have received two awards, and 8 have received three awards. The period of performance may be up to 5 years. The nine States with no award are Alabama, Delaware, New Jersey, New Mexico, Oklahoma, South Dakota, Vermont, West Virginia, and Wyoming.

The Department of Education Appropriations Act of 2008 authorized the program to use up to \$5 million of its 2008 appropriation for State data coordinators and for awards to entities other than States to improve data coordination, as did the 2009 Appropriations Act; in 2010, \$10 million was authorized for these activities. In addition, the 2009 Appropriations Act authorized the use of funds for Statewide data systems that include postsecondary and workforce information. The 2010 Appropriations Act added inclusion of information on children of all ages as an authorized activity.

The Department expects States to use Statewide data systems funds to significantly improve the ability of such systems to provide information needed to support education reform, improve instruction, promote accountability, and make information available to parents and the public. States must develop the linkages with other agencies and States that are needed to provide information on high school completion, college completion, and workforce participation. Systems developed with support from the Department must improve States' ability to report required data to the Department and in addition should include information needed to help assess the effectiveness of Federal education programs, including Federal education programs for which the State is not the grantee. Funded data systems also must improve the ability to provide regular feedback to teachers to enable them to use educational data to improve instruction, allow State and local educational agencies to devise methods for identifying effective teachers and teaching practices, and provide accurate information about student and school progress.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2007	\$24,552
2008	48,293
2009	65,000
Recovery Act	250,000
2010	58,250
2011 CR	58.250

FY 2012 BUDGET REQUEST

The Administration requests \$100 million for Statewide data systems, an increase of \$41.75 million from the 2011 CR level. The 2012 funds for this program would provide support to States to improve the availability and use of data on student learning, teacher performance, and college- and career-readiness through the development of enhanced data systems that can link data on student progress over time and across multiple educational environments. At the

Statewide data systems

request level, the Department would fund new awards in 2012 and activities to promote data coordination, quality, and use.

The Administration requests that funding for fiscal year 2012 be available for 2 years, as it has been in prior years. The Administration also requests language to allow awards to support activities to improve data coordination, quality, and use at the local, State, and National levels, as well as language that permits the use of funds for postsecondary and workforce information, information on children of all ages, and participants in adult education.

The longitudinal data systems funded through this program support the Department's goal of improving student achievement by ensuring data quality and promoting the generation and accurate and timely use of student achievement data. Such data help States meet reporting requirements (including data elements required for the U.S. Department of Education's EDFacts and the Consolidated State Performance Report); support decisionmaking at the State, district, school, and classroom levels; facilitate research needed to eliminate achievement gaps and improve student learning; and provide critical information on education to parents and the public.

The longitudinal data systems can serve as a vital source of information for parents and the public on the performance of schools and students, and can help State and local educational agencies identify effective teaching practices. Such systems also can serve as a source of information on participation in, and the effectiveness of, Federal education programs.

In addition, longitudinal data are key to helping educators examine student progress and outcomes over time. For example, longitudinal data can be used to identify early childhood programs that are associated with strong school readiness outcomes for children and to determine whether students leave high school with the skills needed for success in college and the workplace. Consequently, the Department is seeking to continue in 2012 language included in the 2010 appropriations bill that allows States to expand their pre-kindergarten (PK)-12 data collection systems to include data on children of all ages and postsecondary and workforce information. The former will ensure that the data systems provide information needed to assess the effects of early childhood education programs and early interventions. The latter will allow States to better determine what courses and supports are most effective in helping students make successful transitions to college and the workplace. The postsecondary information collected is likely to include courses taken and grades received—including whether students took remedial coursework—college major, degree completion, and time to degree completion. Postsecondary information also could include data on postsecondary certificates and training—such as that required for specific jobs—and other types of sub-baccalaureate education for adults, in order to determine the effectiveness of such programs for improving employment outcomes.

Examples of State activities (see http://nces.ed.gov/programs/slds/stateinfo.asp) include the following:

 Iowa, a 2009 grantee, will create a system to electronically transmit students' high school transcripts to colleges and universities within Iowa, thus reducing administrative costs, improving data quality, and reducing processing time.

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- Minnesota, which received an award in 2006 as well as a Recovery Act award, will create a linkable preschool through postsecondary completion interagency warehouse containing data from preschool, elementary and secondary, postsecondary, and workforce systems and develop analytic portals for educational research and evaluation.
- Maine, which received an award in 2007 and a Recovery Act award, will use Recovery Act funds to expand its core system to include information on early childhood programs, teacher effectiveness, and adult education, and to create linkages to postsecondary data from the University of Maine system and to workforce data. Maine will expand its training program to include a wider variety of stakeholders—including the general public as well as educators and researchers—thus helping ensure that they make appropriate use of data to improve student achievement and evaluate programs.
- Oregon, which has received three awards to date, will use its latest grant funds for system enhancements, including developing the capability to link information on teachers and students, thus allowing examination of the relationship between teacher training and qualifications and student achievement gains.
- Texas, which has received two awards, is using its 2009 grant to establish student-teacher linkages and will use its Recovery Act grant to add college readiness scores to its longitudinal data system and to expand the system to include pre-kindergarten, kindergarten, and workforce data.

At the request level, the following activities would be supported:

- Approximately \$85 million, combined with approximately \$6.6 million in 2011 funds, would support new awards in 2012 that will allow States to continue to develop, expand, and improve the use of their data systems. Work could include continuing to develop linkages between elementary and secondary data systems and postsecondary and workforce systems and providing information on early childhood.
- Up to \$15 million would support awards to public or private organizations and entities to improve data coordination, quality, and use at the local, State, and National levels. States are finding that implementing and using longitudinal data systems is considerably more complex than many originally envisioned. In addition to technical issues related to actual data system development and implementation, States are encountering challenges related to sharing data across agencies, including issues related to system interoperability as well as those related to student privacy. While States are sharing information, we believe there is a continuing need to support national efforts by providing technical assistance. At the request level, the Department would support several projects to work with States on common implementation issues and to ensure data availability, including:
 - Continued support for the privacy technical assistance center (PTAC). The PTAC, which was first funded with money from the 2010 appropriation, is a "one-stop" resource center for States, school districts, the postsecondary community, and other parties engaged in building and using education data bases. The PTAC's role is to provide timely and accurate information and guidance about student privacy, confidentiality, and data security issues and practices in education and closely related fields; disseminate this information to the field and the public; and provide technical assistance to key

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stakeholders. The work will help keep States, school districts, and postsecondary institutions current with timely and accurate methods for protecting confidentiality within public reporting activities. The PTAC would be funded at approximately \$1.3 million in 2012.

- Continuation costs for technical assistance activities, to be begun in 2011, that will provide assistance with technical issues beyond privacy and security to all States, supporting grantees and non-grantees alike. The activities will include sharing best practices for the design and implementation of data systems; technical assistance to help States train local teachers, principals, and staff to analyze student achievement data and modify instructional practices to improve student learning; and providing models for including additional data elements into State data systems, including program, finance, and human resources information. The activities will be funded at approximately \$3 million.
- ➤ Pilot programs to identify and promote models of effective longitudinal data system development and data use at the local, State, and national levels. These pilots would address areas in data system development and data use that are proving to be difficult for some States, or which some States have not yet undertaken. Such projects may include examining how data in State longitudinal data systems can be used to evaluate the effectiveness of teacher preparation programs, how teachers can most effectively use longitudinal student data to improve instruction, how States might benefit from a shared services model when developing longitudinal data systems, or how States may link PK−12 systems with early childhood, postsecondary, or workforce systems. Each of these pilots would be evaluated in order to increase the knowledge base on effective practices for using data for improving educational outcomes. The resources developed from these pilots would be available to all States. These pilots would be funded at a total of approximately \$8 million.
- ➤ Expanding the knowledge base of best practices for linking student performance data to fiscal data at the school district level. Most school districts have isolated, proprietary fiscal systems and lack the expertise needed to integrate reports from those systems with reports on student performance or to examine their own performance within a statewide context. Linking the systems will allow for productivity studies and provide information for school-based management decisions. This project would create online, on-demand informational resources and self-service tools for use by district personnel, and would be funded at up to approximately \$2.7 million in 2012.

Statewide data systems

PROGRAM OUTPUT MEASURES

	<u>2010</u>	2011 CR	<u>2012</u>
Statewide data evetema development ewords		Funding (\$000	<u>0s)</u>
Statewide data systems development awards Grants awarded in FY 2009 Grants to be awarded in FY 2012 Subtotal	\$48,250 0 48,250	\$41,219 <u>6,631</u> 47,850	0 <u>\$84,700</u> 84,700
Awards to improve data coordination, quality, and use	10,000	10,000	15,000
Peer review of new award applications	0	400	300
Total	58,250	58,250	100,000
		Number of Awa	ards
Statewide data systems development awards Grants awarded in FY 2009 Grant to be awarded in FY 2012	21 0	23 _ 3	0 <u>20</u>
Subtotal	21	26	20
Awards to improve data coordination, quality, and use	56	5	8
	Range of A	wards (Entire G	rant Period)

Range of Awards (Entire Grant Period) (\$000s)

	Low	High
Statewide data systems development awards	<u> </u>	<u>g</u>
Grants awarded in FY 2009	\$2,450	\$9,000
Grants awarded in FY 2012	2,000	9,000

PROGRAM PERFORMANCE INFORMATION

To evaluate the overall success of this program, the Department will determine at the end of each grant whether the State educational agency has in operation a Statewide longitudinal data system that meets certain requirements.

For grants in 2006 through 2009, the goal is that 100 percent of States receiving grants under the program will have an operational Statewide longitudinal data system at the end of the grant period. Experts will judge performance at the end of each grant, using information in reports submitted by grantees and, as needed, discussions with State officials.

Grants awarded in fiscal year 2010 with funds provided under the American Recovery and Reinvestment Act will be judged using the two performance indicators in the Request for

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Applications, which outlined 7 data system capabilities and 12 data system elements that are required of all Statewide longitudinal data systems developed with grant funds. The two performance measures are:

- Measure: The number of grantees that have Statewide data systems that incorporate seven essential data system capabilities. Each data system must have the ability to: (1) examine student progress and outcomes over time; (2) exchange data among agencies and institutions within the State and between States; (3) link student data with teachers; (4) match teachers with information about their certification and teacher preparation programs; (5) use data for continuous improvement and decisionmaking; (6) ensure the quality and integrity of data contained in the system; and (7) enable the State to meet Department of Education reporting requirements.
- Measure: The number of grantees that have Statewide data systems that include each of 12 specific data elements: (1) A unique student identifier; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete PK-16 education programs; (4) the capacity for elementary and secondary data systems to communicate with higher education data systems; (5) a system for assessing data quality; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965; (7) information on students not tested, by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) elementary and secondary student-level transcript information; (10) student-level college readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education; and (12) data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

The data source will be annual and final performance reports and information obtained during grant monitoring. Information on the extent to which grantees are incorporating various components in their data systems is presented on the NCES website at http://nces.ed.gov/programs/slds/summary.asp.

Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

FY 2012 Authorization (\$000s): 0 1

Budget Authority (\$000s):

<u>2011 CR</u>	<u>2012</u>	<u>Change</u>
\$11,460 ²	\$11,460	0

¹ The GEPA extension applies through September 30, 2011. The program is proposed for authorization in FY 2012 under appropriations language.

PROGRAM DESCRIPTION

The Special Education Studies and Evaluation program awards competitive grants, contracts, and cooperative agreements to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities. Studies required by the authorizing statute include an assessment of national activities supported with Federal special education funds and a study of alternate achievement standards. These studies are administered by the National Center for Education Evaluation and Regional Assistance (NCEE) and the National Center for Special Education Research (NCSER) in the Institute of Education Sciences (IES).

The **National Assessment** must address both the extent to which schools, districts, States, and other recipients of Federal funds are implementing the programs and services authorized under IDEA and the effect of these programs and services on the attainment of developmental goals and academic achievement for children with disabilities. Outcomes identified in the authorizing statute include the academic achievement of children with disabilities relative to nondisabled children, their reading and literacy levels, successful transition between education levels and to the workforce, and dropout rates. The National Assessment must also address the extent to which children with disabilities have access to the general curriculum and are educated in the least restrictive environment possible and whether children from minority backgrounds and with limited English proficiency are subject to inappropriate over-identification. The National Assessment must also examine whether programs and services supported under IDEA are improving the participation of parents of children with disabilities in the education of their children and fostering the resolution of disputes between education personnel and parents through alternative dispute resolution.

² Funding levels in FY 2011 represent the annualized continuing resolution levels of the 4th Continuing Appropriations Act, 2011 (P.L. 111-322).

Special education studies and evaluations

The **National Study of Alternate Achievement Standards** must address how States select students to be assessed using alternate assessments based on alternate academic achievement standards; how these standards are aligned with State academic content standards in reading, mathematics, and science; and the validity and reliability of instruments used to assess student proficiency. The study must also examine whether alternate academic achievement standards appropriately measure student progress on outcomes related to their individual instructional needs.

The IDEA requires the Secretary to delegate responsibility for the administration of most studies and evaluations in special education to the Director of the Institute of Education Sciences (IES). Not delegated to IES are the required annual report and the study of the extent to which States adopt policies under which parents of children with disabilities may choose to continue to have their children receive early intervention services until the children enter or are eligible under State law to enter kindergarten or elementary school.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2007	\$9,900
2008	9,460
2009	9,460
2010	11,460
2011 CR	11.460

FY 2012 BUDGET REQUEST

The Administration requests \$11.46 million to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA). The request for 2012 would be used to initiate a new study of preschool special education and to provide continued support for the IDEA National Assessment and other ongoing studies and evaluations. IES works closely with the Office of Special Education Programs to identify topics for studies and evaluations and to ensure that the study design and data collections will be relevant to the needs of policymakers and practitioners.

New studies

Study of Outcomes from Preschool Special Education. In 2012, IES will award a contract for a new 5-year outcome study of young children with disabilities receiving services under IDEA. IES will build on design work that will be conducted in 2011 to identify options for designing a study to examine the relationship between service receipt and outcomes for children receiving services under the IDEA Grants for Infants and Families program (Part C) and/or the IDEA Preschool Grants program (Part B Section 619). The design work, which will be conducted under the Design and IDEA-related Analyses for the National Assessment contract described below, will consider what detailed research questions could be addressed, whether the primary target population should include infants and toddlers with disabilities served under Part C, children with disabilities who are between the ages of 3 and 5 served under Part B

Special education studies and evaluations

Section 619, or both, and the methodologies that could be used for the new study. IES estimates that the cost of this new study would be \$12.0 million.

Continuing studies

Study of Promising Teacher Preparation Programs. By the end of 2011, as part of a larger effort to evaluate teacher preparation for all teachers, IES plans to award a contract for a study of promising teacher preparation programs. Funds from this program would enable IES to study the preparation general education teachers receive in the area of special education as well as collect information on the preparation of special education teachers. IES is also planning to collect data on the performance of students with disabilities taught by graduates of teacher preparation programs. As discussed below, IES is currently considering design options for collecting data on teachers of students with disabilities as part of a broader study of teacher preparation and performance.

Study of Transition Outcomes for Youth with Disabilities. Since 1987, the Department has invested in several studies and evaluations of transition outcomes for students with disabilities, including the National Longitudinal Transition Study (NLTS) (1987-1993) and the National Longitudinal Transition Study 2 (2001-2011), both of which tracked a cohort of secondary school students with disabilities and collected data on high school graduation and completion, postsecondary education, employment, social integration, arrest rates, and quality of life. Since 2004, the National Center for Education Statistics (NCES) has collected longitudinal data on a cohort of incoming college students, including students with disabilities.

In 2010, IES awarded a 5-year contract to begin data collection for the *Study of Transition Outcomes for Youth with Disabilities*. An advisory panel will meet early in the study to advise on the design, while the study team will conduct a literature review of previous studies of youth with disabilities and practices designed to improve postsecondary outcomes by addressing barriers to student success. The study will begin collecting administrative records and new data on a sample of students with disabilities with Individualized Education Programs (IEPs) who will be between 13 and 21 years old as of December 2011, which is a comparable population to the students in the original NLTS sample from 1987. The study will also collect data on a comparison group of students who do not have IEPs (but who may have Section 504 plans) and who are enrolled in the same school districts. The research questions for this study will include:

- What are the personal, family, and school characteristics of youth with disabilities in public schools across the country?
- What general education, career/technical education, special education, transition planning, vocational rehabilitation, and other relevant services and accommodations do youth with disabilities receive?
- What are key academic, social, and economic outcomes for youth with disabilities, including academic achievement, high school completion, postsecondary enrollment and persistence, family status and living arrangement, type of residence, employment, and earnings?
- How have the services and accommodations youth with disabilities receive and the outcomes for these youth changed over time?

Special education studies and evaluations

 How do the services and accommodations youth with disabilities receive and the outcomes for these youth differ from those of youth not served under IDEA, including those identified for services under Section 504 of the Rehabilitation Act?

The study will rely upon administrative records on youth and their schools, as well as surveys of youth, their parents or guardians, school administrators, and teachers. The nationally representative sample will include 15,000 youth, including 12,000 youth with IEPs and the remainder without IEPs. Baseline data for the study will be collected in the spring of 2012 with follow-up data collected in the spring of 2014. Based on the findings of the first phase described above, a second phase of the study could be initiated in 2016 to study postsecondary attendance, postsecondary completion, and earnings for youth in the sample. The cost for of the first phase of this study is \$14.7 million with an option to administer youth performance assessments (including reading/language arts, mathematics, and functional and social/emotional behavior) that would cost an estimated \$3.9 million.

Design and IDEA-related Analyses for the National Assessment. This 5-year contract, awarded in fiscal year 2010, provides technical support to IES for the National Assessment of IDEA. Activities supported through this contract include: consultation with early intervention, special education, and evaluation experts; literature reviews; analyses of extant data; and identification of options for new data collections related to the National Assessment of IDEA. The design tasks under this contract include identifying options for two studies discussed above on the preparation and performance of teachers who teach students with disabilities and outcomes for infants, toddlers, and preschool-age children with disabilities. The cost of this contract is \$3.0 million.

Impact Evaluation of Response to Intervention Strategies. Response to Intervention (RTI) is a "multi-tiered" approach to providing early and more intensive intervention and monitoring within the general education setting. In principle, RTI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intense research-based interventions through a multi-tiered system, and they are frequently monitored to assess their progress and inform the choice of future interventions, including possibly special education for students determined to have a disability. IDEA permits some Part B special education funds to be used for "coordinated early intervening services" such as RTI and also permits districts to use RTI to inform decisions regarding a child's eligibility for special education.

The impact evaluation of RTI strategies for elementary school reading is addressing the following research questions:

- How are RTI strategies for elementary school reading designed and operated in schools experienced with these practices?
- What are the effects of school-wide RTI practices on academic outcomes—such as reading achievement, grade promotion, and special education identification—for students in elementary school?

Special education studies and evaluations

• What are the effects of additional, more intensive reading interventions on academic outcomes for elementary school students at risk for reading difficulties?

To address these questions, the study will collect data during the 2011-12 school year. A final report is scheduled to be completed in 2013. The cost of this study is \$14.3 million.

Early Childhood Longitudinal Study. As it has done previously, IES would use funds from this program to collect data on special education teachers through the National Center on Education Statistics' Early Childhood Longitudinal Study of the Kindergarten Class of 2010-11 (ECLS-K:11) in each grade between kindergarten and Grade 5. With the funds requested in 2012, IES would also collect data through ECLS-K:11 on the implementation of RTI strategies in these schools. The focus of the data collection will be on RTI practices in the following areas for grades 1 and 2: (a) universal screening of children in academics (including reading/language arts and mathematics) and behavior; (b) the selection, range, and intensity of interventions for children needing assistance beyond that provided in the regular education classroom; and (c) the school's use of RTI data to inform the evaluation of children for special education.

As described above, IES is also conducting an impact evaluation of RTI strategies, which focuses on the effects on student outcomes of schools implementing RTI practices in early reading. In order to ensure that the effects of RTI strategies could be assessed, elementary schools selected to participate in this study already had experience implementing RTI in reading and had data systems in place that would allow the effects of these practices to be estimated. The ECLS-K:11, in contrast, follows a nationally representative sample of kindergarten students as they progress through elementary school, and will include schools with a wider range of experiences in implementing RTI in different subjects and with diverse kinds of local data systems. The data collected through ECLS-K:11 could be used for descriptive analyses of the implementation of RTI practices and to identify associations between these practices and child outcomes for a nationally representative population of elementary school students. The cost of collecting these types of data is estimated to be \$2.4 million through 2015.

Impacts of School Improvement Status on Students with Disabilities. As part of the National Assessment of IDEA, IES is evaluating the effectiveness of improvement efforts in schools that have failed repeatedly to make adequate yearly progress for students with disabilities in particular grades and subjects. The evaluation is addressing the following research questions:

- How does the identification of a school as in need of improvement to raise the academic
 performance of children with disabilities relate to subsequent educational outcomes for
 students with disabilities? (Outcomes of interest include academic achievement in reading
 and mathematics, grade transitions, participation in the general education curriculum, and
 receipt of special education services in the least restrictive appropriate environment.)
- How does the identification of a school as in need of improvement to raise the academic
 performance of children with disabilities relate to school-wide policies regarding the choice
 of general education curriculum, the assessment of children with disabilities, the provision of
 special education services, and the hiring and training of staff to assist students with
 disabilities?

Special education studies and evaluations

 Does the identification of a school as in need of improvement to raise the academic performance of children with disabilities relate to difference in school practices or student outcomes that vary according to school or child characteristics?

The evaluation will rely on existing State mathematics and reading assessment data and surveys of school staff during spring 2011. A final report is scheduled to be completed in 2013. The cost of this study was \$3.6 million.

IDEA Technical Assistance and Dissemination Evaluation. In fiscal year 2009, IES awarded a 5-year contract for a study of the implementation of special education programs and services by States and school districts across the country. The study includes descriptive research on the technical assistance needs of State educational agencies (SEAs) and the assistance SEA officials receive from grantees supported with IDEA Technical Assistance and Dissemination funds. The study is also investigating how the implementation of special education and related practices at the local level varies with the receipt of technical assistance from IDEA Technical Assistance and Dissemination grantees, and how outcomes for children with disabilities vary with the receipt of such assistance. The final report is scheduled to be published in 2014. The cost of this evaluation was \$3.0 million.

Studies that will be completed by 2012

Evaluation of the Personnel Preparation Program. The Personnel Preparation program, authorized under Part D, subpart 2, Section 662 of the IDEA, supports projects to prepare special education personnel as well as regular education teachers to work successfully with children with disabilities. A portion of the funds are awarded to National Centers, which are designed to provide a variety of national capacity-building and scientifically-based products and services to a variety of audiences. Grants are also awarded competitively to institutions of higher education to develop courses of study for special education personnel. These grants can be used to improve the quality of personnel preparation programs and for stipends that support students enrolled in the programs.

This 4-year study, initiated in late 2007, includes two components, an evaluation of grants to improve pre-service preparation programs and an evaluation of the National Centers. The descriptive study of the 12 National Centers catalogued the products and services provided by the Centers and the types of and numbers of customers targeted and served. In addition, panels of experts reviewed samples of products and services from each of the Centers along the dimensions of quality and relevance/usefulness. The descriptive study of the grants to improve pre-service preparation programs included a survey of approximately 450 applicants for these grants. The data collected from both funded and non-funded applicants included information on program focus, student entry and completion requirements, the numbers of students enrolled and completing the course, standardized exit exam scores, and information about additions or modifications made to the course of study since the time of the application. Panels of experts reviewed documentation of the additions and modifications to each course of study and rated the quality of those changes. IES expects to publish the final report in late 2011. The cost of this evaluation was \$2.8 million.

IDEA National Assessment Implementation Study. This contract supported data collection from State agencies and school districts to address implementation questions for the IDEA

Special education studies and evaluations

National Assessment in the four broad areas targeted for this study: (1) identification of children for early intervention and special education; (2) early intervention service delivery systems and coordination with special education; (3) academic standards and personnel qualifications; and (4) dispute resolution and mediation. Data collection during the 2008-2009 school year included three surveys of State administrators: (1) Part B administrators responsible for programs providing special education services to children with disabilities ages 6-21; (2) Part B Section 619 coordinators overseeing preschool programs for children with disabilities ages 3-5; and (3) Part C coordinators responsible for early intervention programs serving infants and toddlers. A fourth survey collected district level data from a nationally representative sample of local special education administrators about preschool and school-age programs for children with disabilities ages 3-21. The total cost of this study, which will be completed in 2011, was \$2.3 million.

Pre-Elementary Education Longitudinal Study. Beginning in 2003, the Pre-Elementary Education Longitudinal Study (PELS) followed a nationally representative sample of almost 3,000 children with disabilities (ages 3 to 5 at baseline) through preschool and early elementary school. The study examined these children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and their academic and adaptive skills (including academic achievement, social development, and participation in the classroom and community). Data collection ended in 2008 and support for the PEELS study ended in fiscal year 2009, but IES will release reports based on findings from the study through fiscal year 2011 (http://ies.ed.gov/ncser/pubs/index.asp#peels).

National Longitudinal Transition Study-2 (NLTS2). The National Longitudinal Transition Study-2 (NLTS2) has provided a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data were collected on students' individual and household characteristics; characteristics of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in employment, education, independence, and social domains.

The study was based on a nationally representative sample of 11,276 special education students, ages 13 to 16, who were in at least seventh grade at the outset of the study in 2001. The four age cohorts were followed over a 9-year period until the oldest cohort of students reached age 24. Data analyses were conducted as each wave of data was completed, with the final year of the 10-year project devoted to comprehensive analyses of the full longitudinal data set. All reports, descriptions of the study design and methodology, and data tables are available at www.nlts2.org. In September 2010, IES published comparisons of the post-high school experiences of youth with disabilities in 1990 and in 2005 who had been out of high school up to 4 years. The report (available online at http://ies.ed.gov/ncser/pubs/20103008/) examines how differences between the two time periods varied across disability categories and demographic groups and, when data are available, how these differences compared with those of youth in the general population. The total cost of the NLTS2 was \$23.4 million.

Evaluation of States' Monitoring and Improvement Practices. This evaluation of States' monitoring and improvement practices under IDEA began in 2003 and was designed to provide information to the Office of Special Education and Rehabilitative Services (OSERS) about

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States' monitoring and improvement systems. States' monitoring and improvement practices under IDEA are vital to ensuring that students with disabilities receive a free appropriate public education and that infants and toddlers with disabilities and their families receive early intervention services. State educational agencies are responsible for ensuring compliance with IDEA, Part B requirements and providing general supervision of all programs providing Part B services. For Part C, State lead agencies have parallel responsibilities; that is, lead agencies must ensure that the law's requirements are met and provide general supervision of early intervention services provided to infants and toddlers and their families. The overall purpose of the evaluation was to examine the nature and extent of monitoring activities implemented by States for Parts B and C of IDEA and the relationship between States' monitoring efforts and outcomes for children with disabilities.

In October 2007, IES published the first report for this study, which discusses States' monitoring practices in the year prior to the implementation of the requirements in the 2004 Amendments to IDEA (available online at: http://ies.ed.gov/ncser/pdf/20083008.pdf). The final report for this study was published in October 2010 (available online at http://ies.ed.gov/ncser/pubs/20113001/) and provides a description of the nature and scope of 20 States' Part B and Part C monitoring systems in 2004–05 and 2006–07. The cost of this study was \$5.1 million.

National Study on Alternate Assessments. As required under Section 664(c) of the IDEA, IES conducted a national study on the alternate assessments that are used to permit students with the most significant cognitive disabilities to participate in State and local educational assessments and accountability systems. The study examined the criteria that States use to determine eligibility for alternate assessments; the validity and reliability of alternate assessment instruments and procedures; and the extent to which alternate assessments and alternate academic achievement standards are aligned with State academic content standards in reading, mathematics, and science. The study examined the use of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need and included alternate assessments based on alternate achievement standards.

In August 2009, IES published two reports for this study with data from the 2006–07 school year; the first provides profiles of the assessment systems in the 50 States and the District of Columbia (http://ies.ed.gov/ncser/pdf/20093013.pdf) and the second provides a national summary profile (http://ies.ed.gov/ncser/pdf/20093014.pdf). These reports were based on information collected through analysis of State documents and structured telephone interviews with knowledgeable informants in each of the States and the District of Columbia. For a selected sample of States, the study also included a qualitative analysis of States, local districts, schools, and students with disabilities to examine (a) the characteristics of alternate assessments, alignment with content standards, and uses of data; (b) the State and local processes that facilitate or impede the implementation of alternate assessments using alternate achievement standards; and (c) consequences for students with disabilities. The \$4.4 million cost of this study was fully funded using fiscal year 2005 funds, including \$1 million from the Technical Assistance and Dissemination program in the Special Education account. The final report for this study was published in April 2010 and is available online at: http://ies.ed.gov/ncser/pubs/20103007/pdf/20103007.pdf.

Special education studies and evaluations

PROGRAM OUTPUT MEASURES (\$000s)			
1110012 III	<u>2010</u>	2011 CR	<u>2012</u>
Study of Teacher Preparation Programs (Special Education Supplement)	0	\$986 ¹	\$290 ¹
Study of Outcomes from Preschool Special Education	0	0	6,920 ¹
Study of Transition Outcomes for Youth with Disabilities	\$5,448	5,607	4,000
Design and IDEA-related Analyses for the National Assessment	2,248	760	0
Impact Evaluation of Response to Intervention Strategies	0	3,248	0
Early Childhood Longitudinal Study - Kindergarten, 2010 Impacts of School Improvement Status on	345	859	250
Students with Disabilities	1,598	0	0
National Longitudinal Transition Study - 2 IDEA Technical Assistance & Dissemination	764	0	0
Evaluation	1,057	0	0
Total, Special education studies and evaluation	11,460	11,460	11,460

¹ Estimated cost. Contract(s) for this evaluation have not yet been awarded.